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Junior Lisa Van Denend gives an ultrasound treatment to a recent surgery patient. The ultrasound promotes healing so exercise therapy can begin says Mike Hauswald, (right), head of physical therapy.

Pre-physical therapy students get the edge they may need

Tiffany Hoskins

Approximately 300 to 600 college graduates apply for Iowa State University's physical therapy program each year. According to Dr. Mike Hauswald, head of physical therapy at Sioux Center Community Hospital, only twenty of these applicants are accepted. Hauswald simply says, "Physical therapy is a difficult thing to get into." Dordt provides a practical first step for its pre-physical therapy students through Physical Education 361—Field Experience in Physical Therapy.

Dr. Tom Visker, faculty coordinator of Dordt's pre-physical therapy program, affirms that physical therapy is a "very competitive" field. Visker says acceptance into physical therapy schools is based on three criteria: college grade point average, experience in physical therapy-related activities, and a personal interview.

"One of the biggest determining factors for entrance into a physical therapy master's program is the experience you have

accumulated," says Mark Blankespoor, a senior pre-physical therapy student. "Schools want evidence; they want proof that you have found out what physical therapy is all about."

P.E. 361 requires students to work at least three hours a week at Sioux Center Community Hospital to get hands-on experience in physical therapy. Hauswald says the experience "gives them a chance to see what physical therapy is about." Students gain exposure to a variety of cases since the hospital sees approximately fifty to sixty physical therapy outpatients each day. "Physical therapy is a never-ending process," says Hauswald. "Students see a lot of things, and then they can put things together."

Visker points out that it's important to "make sure students get a wide range of activities." Hauswald provides this range by exposing them to a variety of situations. P.E. 361 students do everything from observing and treating patients to cleaning

whirlpools and folding laundry. Hauswald says the hospital especially tries to give the students "experience of what physical therapy is like in this particular setting—a small rural area."

Blankespoor agrees that a variety of experiences can be helpful to a physical therapy student. "I have worked in a number of places, each of them a bit different." Blankespoor has worked at Pella Community Hospital, in Pella, Iowa; Village Northwest Unlimited in Sheldon, Iowa; the training room at Dordt; and presently works in an adolescent group home at Hope Haven in Rock Valley, Iowa. In the process he has seen many different sides of the field.

Joel Van Heyst, a junior in Dordt's pre-physical therapy program, believes P.E. 361 is useful in a number of ways. Not only did he gain physical therapy experience, but he also reinforced his career decision. "Helping people with their routines and being a part of their rehabilitation is very

rewarding, and that made me sure that I wanted to be a physical therapist."

Hauswald believes the great amount of experience required to gain acceptance into physical therapy school often helps students finalize their career decisions. "It sorts them out right away," he claims.

Hauswald looks for a number of qualities in his student aids. "We look at the basics that any employer looks for—punctuality, appearance, interest," he explains. "We're seeing what their attitude is."

"The most important thing I think students learn while they're here is that it's more difficult to communicate with someone who's not well," says Hauswald. He stresses the necessity of good communication in working in therapy situations that are often personal and long-term.

"You have to have a certain air of confidence," says Hauswald. "Students eventually develop this ease with greater understanding of how to deal with people."

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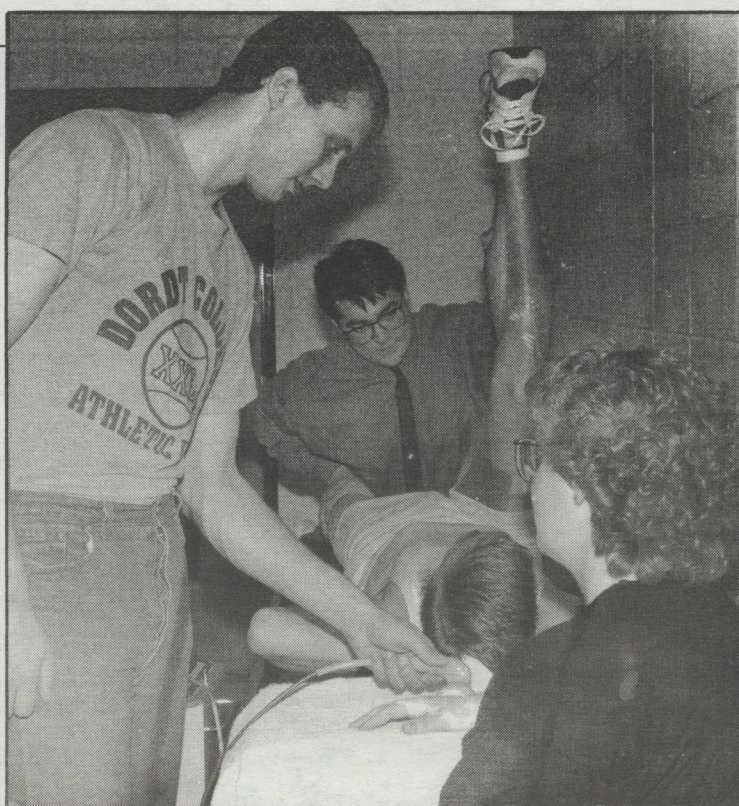
"The most important thing I think students learn while they're here is that it's more difficult to communicate with someone who's not well,"

“Pre-PTs” get the experience they need while following a rigorous academic program

Continued from Page 1

Blankespoor, too, realizes the importance of communication in physical therapy. “Physical therapy schools want to know that you are comfortable interacting with people, that you can make a positive difference in the lives of others.”

In addition to acquiring three hours of field experience a week, P.E. 361 students must also keep a daily log of their activities and write five papers on therapy-related subjects. In these ways, students gain knowledge and begin to form opinions of their



Jeff Kopaska works with a licensed trainer to get track athletes Theresa Van Zee and Garret Eshuis ready for practice.

own. Both Blankespoor and Van Heyst value the information these projects gave them.

“The papers allowed us to explore different areas and get a taste for the field through literature,” explains Van Heyst.

Blankespoor especially appreciated the required log. He says, “I’m glad that I had to keep a daily log, because as a therapist I will have to document the progress of clients. Keeping a log began to make documentation

second nature.” He continues, “I appreciate P.E. 361 because it is probably the most practical course for physical therapy students.”

As a practicing physical therapist, Hauswald easily recognizes the advantages P.E. 361 gives Dordt’s pre-physical therapy students. “I wish I’d had something like it,” he says. “It gives students the edge, and any extra edge you can get, you should.”

Students assist trainers on campus too

Students also have an opportunity to work with a physical therapy trainer on Dordt’s campus. Every afternoon between three and four, a licensed trainer from the Sioux Center Community Hospital comes to Dordt’s training room to work with college athletes who have been injured. Under the trainer’s supervision, student assistants help with such procedures as taping injured ankles, treating sore muscles with ultrasound, running the hydroculator, or directing rehabilitation exercises.

According to athletic director Rick Vander Berg the students treat an average of ten to fifteen athletes a day. And they get paid for the experience they gain since the positions are workstudy funded. □

From the president



Dr. J.B. Hulst

I have just returned from a rather extensive trip for Dordt College. Upon returning to campus I find myself both encouraged and discouraged.

My schedule included preaching in Christian Reformed churches, reporting to CRC classes, attending breakfast meetings with CRC pastors, leading chapels in Christian schools, making presentations to alumni gatherings, contacting prospective students, and calling on a number of constituents and supporters of Dordt College.

As a result of these contacts I was encouraged. Dordt College is held in high regard; and it continues to receive the enthusiastic support of individuals, families, churches, schools, and alumni. As its president, I was made to feel proud of Dordt, and I am grateful for the support that it receives.

At the same time, however, I was discouraged. Wherever I went I found myself drawn into a discussion of issues that are disturbing our constituency—especially the issue of women in ecclesiastical office that now confronts the CRC. On almost every occasion—either publicly or privately—there was the question: What about the matter of women in office?

In response I indicated the following:

—While I can accept the decision of the church concerning women in the office of deacon as taught and illustrated in the Bible, I do not believe the church has provided a clear biblical basis for women in the offices of elder and pastor. It is

my conviction that, out of love and concern for the church, the Synod of 1992 should state that until there is clear, compelling and agreed-upon evidence from the Bible, the church should not proceed to place women in the offices of elder or pastor.

—There is a wide variety of opinion concerning this issue in the faculty and staff of the college; but all have agreed to the importance of expressing themselves with pastoral sensitivity regarding this matter.

—While the board of trustees is not indifferent to issues in the church, it does not feel that it is called upon or authorized to make official pronouncements concerning ecclesiastical issues.

Now, this was not the first time I confronted this question or responded with these answers. This issue has been present with us for some time—especially during the past two years.

But this time, on this trip, there was a difference. The Synod of 1992 is just a few months away. At that time the CRC will decide whether or not to ratify the 1990 decision allowing churches to place women in the offices of pastor or elder. Therefore, pastors, consistories, and church members are asking, “What if the decision of 1990 is ratified?” Very often, too often, the answer is, “We’re going to leave the CRC.”

And that is why I was discouraged. As a lifelong member and an ordained minister in the Christian Reformed Church, I was troubled by what is happening to my denomination.

Though I have sympathy with

their concerns, I do not agree with those who have left or will leave the church over this issue. The withdrawal of their presence, witness, and influence will weaken the church. They should remain with the church so that their voice may continue to be heard.

Nor do I agree with those who have decided that, no matter what the cost of such action, there will be and must be women in the offices of pastor or elder. It has been stated that the matter is not one of doctrine but of church order. Why then press the issue to the point of causing or threatening to cause division in the church?

As president of Dordt College, I am also concerned. What is now happening in the CRC poses a threat to Dordt College, as it does to a number of agencies affiliated with the Christian Reformed Church.

Dordt College is not owned by the CRC, but it was established, among other things, for the purpose of providing Reformed, Christian higher education for the young people of the CRC. Today, over 80 percent of Dordt’s student body comes from the CRC and a major portion of its support comes from churches and classes of the CRC. So, division within the denomination is likely to have a negative effect on Dordt College.

I don’t want to see Dordt College hurt. In fact, I am committed to protecting the college. I especially do not want to see Dordt College hurt in this way, by this issue.

Operating within the sphere of education, the task of Dordt

College as an academic institution is to be distinguished from the task of the church. The place of women in society—including the place of women in the church—is a matter that is being and will be studied at Dordt College, subjected to the liberating light of the Scriptures interpreted according to historic, Reformed principles. But, according to the mission of Dordt College, the place of women in society is one among a wide variety of issues to be studied, such as how to responsibly use technology, or how to be stewardly agriculturalists, or what constitutes a Christian approach to art.

Dordt College graduates over 200 students a year. They go throughout North America—in fact, throughout the world—and take up work in businesses, schools, engineering firms, social service agencies, hospitals, agricultural supply companies.

They may be members of a local Christian Reformed congregation or of another denomination. They may have differing views on women in office, but they will have other important things in common. They will be dedicated to carrying out their tasks in loving obedience and service. They will desire to be salt and light in the places to which they have been called. They will function effectively as kingdom citizens. That is what Dordt College has prepared them to be.

That is why Dordt College exists. That is Dordt’s God-given task, and I pray that the churches and classes of the CRC will continue unitedly to support us in the performance of that task. □

“As president of Dordt College, I am also concerned. What is now happening in the CRC poses a threat to Dordt College, as it does to a number of agencies affiliated with the Christian Reformed Church.”

Feature

Team teaching

Two for the price of one

Students in History 345 and Theology 305 found not one professor but two in the room when they came to class this semester. The cross-listed course, History of Evangelicalism, is being taught by Professor Hubert Krygsman from the history department and Dr. Michael Williams from the theology department.

Team teaching is nothing new, at Dordt or elsewhere. Sometimes it's appropriate, sometimes it isn't. Sometimes it works, sometimes it doesn't. But when it does work, both faculty and students benefit.

The History of Evangelicalism course began as an idea over coffee one morning. Both Williams and Krygsman are interested in and knowledgeable about the subject. Williams is a product of American evangelicalism and wrote his doctoral dissertation on the topic. Krygsman studied the topic in his doctoral program and specializes in Canadian Protestant thought. They agreed that drawing on the expertise of each would enhance the course.

The two professors agreed to use a seminar format for the upper level course. They spend considerable time planning together prior to meeting and also prepare individually. They admit that they are still "feeling out" the best model, but are committed to the informal seminar approach because it encourages students to think critically.

"Students can be less comfortable in an environment where they are not getting notes they know they will be tested on," says Krygsman. Nevertheless, they soon become engaged in the material in a different way, he adds.

Although the professors frequently begin the class with a short presentation or lecture, the environment is soon one of discussion. "This approach allows us to draw on each other's strengths and bring more depth to the topic," says Williams. "It's a more holistic way of approaching issues."

In the teaching process Krygsman and Williams bring complementary skills and perspectives. Coming from backgrounds in theology and history, they also bring different concerns and ideas to the discussion.

"Although we don't often disagree, bringing different approaches helps students see that learning is not absorbing a static body of facts, but engaging and evaluating ideas," says Williams.

Students agree. One student says, "I find we discover things together." Another appreciates the fact that they don't just get one

professor's views, and describes the course as a "broad learning experience." A third says, "The discussion enhances understanding the concepts. We get to the heart of matters and go beyond surface issues."

A seminar approach does leave more loose ends, but then so does life. Opening up a class to discussion may mean entering unexpected areas. One student comments, "Every so often I wonder if we are ever going to get anywhere, but we always do." Another remarks, "There's so much to talk about and so little time to discuss."

Although it can be intimidating initially for students to deal with two—or in this case actually three professors, since another professor is sitting in on the course—the benefits of integrating ideas from different areas outweighs problems that might arise. Ideas are connected and interrelated, people's ideas shape others, interpretations vary. Students need to learn to be discerning and think critically about issues, says Dr. Rockne McCarthy, vice president for academic affairs, who encourages team teaching. "Some of my best teaching experiences have been in team-taught courses."

But using the diverse talents of professors is not limited to interdepartmental courses. In both the psychology and mathematics departments two professors are sharing responsibility for one course. In both cases the arrangement means the students are getting more for their money.

Psychology 345 is a special topics course in health psychology. As a developing specialty area of the discipline, it combines aspects of experimental and clinical psychology. The course deals with such topics as biofeedback, stress management, eating disorders, and chemical dependency. Working together, Dr. Kenneth Bussema and Dr. Paul Moes draw on their individual areas of expertise in counseling and research to address the issues, in the process showing how theory and practice dovetail in real life situations.

Although they share presentation of the material by taking topics with which they are each most familiar, both are always in class, contributing to the discussion of the topic. They are always alert to connections they can make between the two worlds of research and practice. Bussema tells of one class in which Moes described heightened memory of events as one of the psychological effects of prolonged stress. Bussema immediately connected

that idea to something he has noticed in marriage counseling. Although the clients may not be able to recall what an argument was about, they can remember every word said. The impact of the harsh words stays with them, Bussema noted.

Bussema and Moes share responsibilities for all aspects of the course. Both read tests and papers. They confer regularly and often as they plan classes. But, although the course takes more time than some others, neither would be able to teach it alone; the content is simply too wide-ranging.

And the benefits are many, they agree. Besides the opportunity to work together and learn from each other, the cooperative effort makes a busy course fun. "And it is good for students to see that the

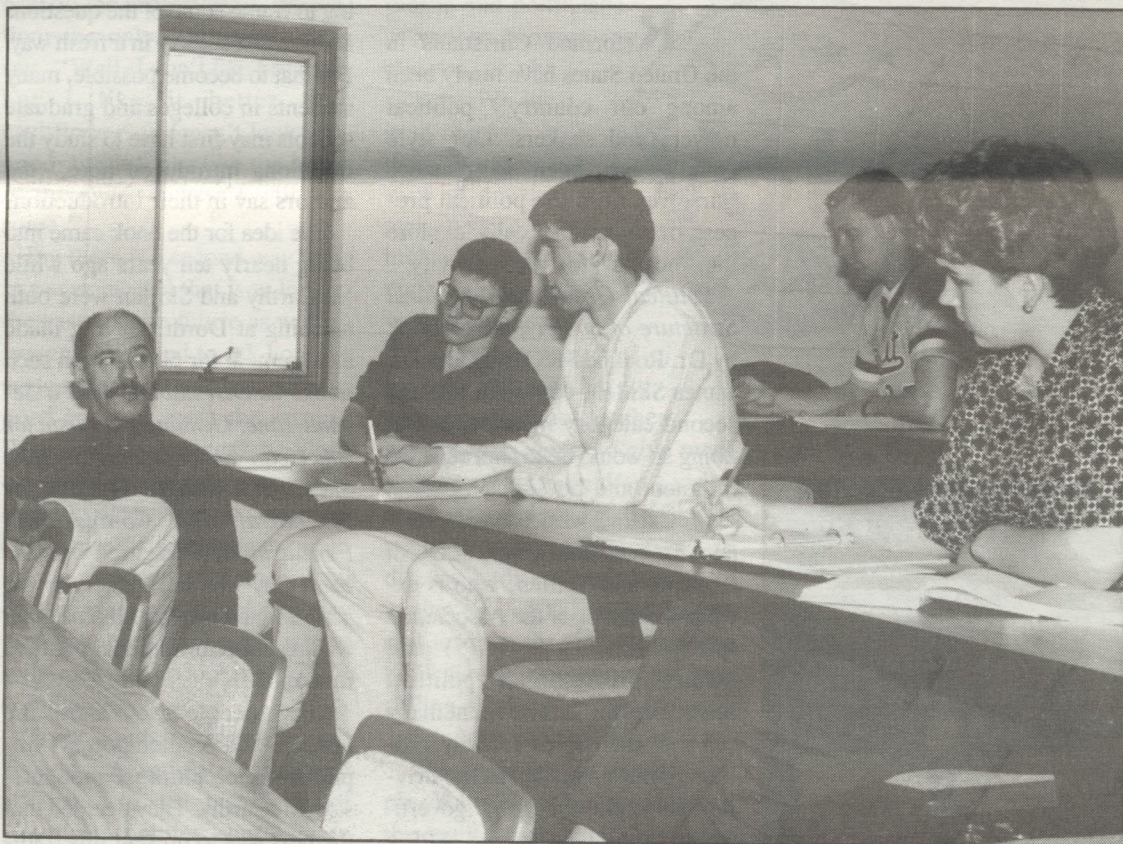
mathematics. Jongsma's background in advanced mathematics allows him to present the history of and the theory behind numerical analysis. Wielard builds on that foundation to teach students how to develop computer applications to solve the problems.

Although both men find that they are spending a lot of time on the course, they are also reaping benefits.

"Teaching a course with someone else requires more organizational energy, but seeing someone else teach is always worthwhile," says Jongsma. "It helps you look at topics or ideas from a different perspective."

"We're finding so many interesting connections," adds Wielard, who speaks appreciatively of the experience. "One of us will spark

"There's so much to talk about and so little time to discuss."



Engaging and evaluating ideas is what learning is all about, says Williams.

discipline is unified, that research and practice are both important. And it's good for them to see that we get excited about the discipline."

The course also has a distinct interdisciplinary flavor, they say. It touches on such things as environmental issues and industrial psychology. The more connections students can make between topics and discipline areas the better their education is, says Bussema.

Mathematics 209, Numerical Analysis, is really a marriage between math and computer science, says Professor Marvin Wielard. It, too, makes a direct link between the more theoretical and practical aspects of a field.

Wielard, who teaches computer science, shares responsibility for the course with Dr. Calvin Jongsma, who teaches

an idea in the other, driving us to dig deeper into the subject. It's been an exciting learning experience for us, too."

Sometimes their enthusiasm spills outside of the class. In one class this spring five math and computer science professors sat in on the class to see the presentation of some results Jongsma and Wielard found to a problem. Seeing professors actively engaged in their field is inspiring to students.

Although Jongsma says that team teaching is not practical for all courses because of the amount of coordination it requires, he is convinced it strengthens courses with a more interdisciplinary focus.

Wielard agrees. "It's been nothing but a positive experience," he says. "Each of us contributes from our area of expertise and the students receive a stronger course." □

"Each of us contributes from our area of expertise and the students receive a stronger course."

How can we bring political change?

McCarthy and Skillen's book takes a fresh look at our political order and describes an alternative structure

Sally Jongsma

Reformed Christians in the United States have rarely been among our country's political movers and shakers. Our style usually has been to distance ourselves from the political process or to academically explore the "norms" for such activity.

Political Order and the Plural Structure of Society, a new book by Dr. Rockne McCarthy and Dr. James Skillen, could fall into the second category mentioned. But doing so would be to short change its intent and possible impact.

McCarthy, who is vice president for academic affairs at Dordt College, and Skillen, who is executive director of the Association for Public Justice (APJ) and former professor of political science at Dordt, have spent many years of their lives actively promoting public justice as the driving principle for good government. In their work with APJ, a grass roots membership organization committed to nurturing political responsibility and public policy research, they have steadily built up a reputation for thoughtful and alternative approaches to political problems and issues.

Political Order and the Plural Structure of Society continues this tradition by looking at the historical roots of pluralism, the authors' choice of a model for a democratic society and government.

In contrast to individualism and collectivism, which have dominated Western democracies and Eastern regimes since the time of the Greeks, pluralism recognizes that a just society cannot be based on the concept of individual autonomy or the notion of collectivist unity and be fair to all.

"Our hope is that this volume will contribute to both the academic and the public policy

debates now in progress by helping to frame some of the questions about a just society in a fresh way. For that to become possible, many students in colleges and graduate schools may first have to study the traditions introduced here," the authors say in their introduction.

The idea for the book came into being nearly ten years ago while McCarthy and Skillen were both teaching at Dordt. Having made an argument for pluralism in such books as *Disestablishment a Second Time: Genuine Pluralism for American Schools and Society*, *State, and Schools: A Case for Structural and Confessional Pluralism*, they wrestled with the best way to introduce to the academic community the original writings of reformational political thinkers.

"Few people even know the history and contemporary implications of pluralist thought," says McCarthy. They decided that the best way to present this tradition was to examine the different forms pluralism has taken in the nineteenth and twentieth century. The collapse of many collectivist cultures and the ever-increasing social problems of individualistic societies have made the issue particularly current.

McCarthy and Skillen focus on three varieties of pluralism: an argument from history, from Catholic, and from Calvinist perspectives. In addition to an introductory chapter on the concept of pluralism, the authors write an introduction to each of the three sections of readings, and conclude the volume with three evaluative essays.

Despite its academic nature, the authors hope the book will directly affect the dialogue in American political circles today. Published by Scholar's Press, the volume is part of a direct-marketing pipeline

to many libraries. As part of the Emory University Studies in Law and Religion Series, it will enjoy wide distribution in North America and around the world.

"Christians often have an inferiority complex," says McCarthy. "We're surprised when people take us seriously." But that has been happening more often of late, according to Skillen and McCarthy. One example was the success of the International Conference on Christianity and Democracy held at Emory University in Atlanta, Georgia. Politicians and scholars from around the world, including former United States President Jimmy Carter and Anglican Archbishop Desmond Tutu of South Africa, joined in a three-day dialogue on the past and potential contribution of Christianity to the development of democracy throughout the world.

Many APJ members who have been committed to a Reformed pluralistic view of government for years, were excited and encouraged by the response both in numbers of people at the conference and in the substance of the issues discussed, says McCarthy. This highly visible conference represents only a small part of the continuing work of APJ and Skillen as he continues to engage politicians and academics in meetings and panel discussions in Washington, D.C., and elsewhere.

Despite these encouragements, the authors do not expect the book to become a bestseller or immediately bring about dramatic changes in the American political structure. Nevertheless, based on a growing interest on the part of Christians and others across the country and around the world, they believe that it can have an impact in the years to come.

"We simply have to keep stir-

ring the pot," says McCarthy. People from outside of the Reformed tradition, including researchers and writers in think tanks, are noticing Skillen and McCarthy's work. Students who have studied at Christian institutions like Dordt and participated in the American Studies program are coming to understand what it means to be culture-forming agents. As they get into leadership positions, they are affecting policy decisions. But the political arena needs more people with this vision.

"Evangelicals have recognized for some time that politics is where the action is," says McCarthy. "Unfortunately they often don't have a comprehensive understanding of what it means to be a Christian."

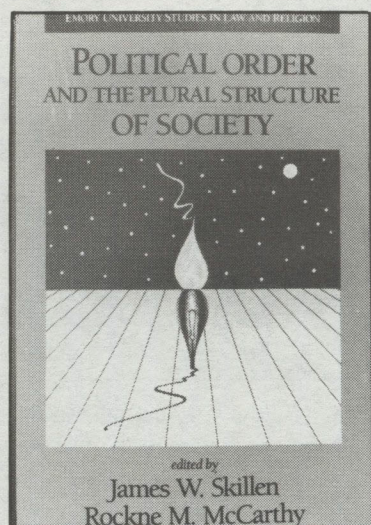
Dordt can be critically important in helping educate this generation of Reformed Christians to understand the urgency of promoting public justice in our political structure, McCarthy believes. "It is important that we instill high expectations in students so that they set goals of working for Christ's kingdom through politics."

It takes a long time to bring change, he adds. But he smiles as he tells of reading a recent article in *Newsweek* that reported President Bush calling for a "fundamental redefinition of 'public' schools." Bush's statement, "Whether a school is organized by privately financed educators or town councils or religious orders or denominations, any school that serves the public and is held accountable by the public authority provides public education," could almost be a direct quote from McCarthy's essay "A New Definition of 'Public' Education" in *The Blackboard Fumble* edited by Ken Sidey.

McCarthy repeats, "We just have to keep stirring the pot." □



McCarthy and Skillen dedicated their new book to Dordt president, Dr. J. B. Hulst and Mr. Glen Andreas. At a chapel service held on January 27, they presented Hulst with a copy of the volume, thanking him and the Dordt College Studies Institute for providing the launching pad for the work.



"Our hope is that this volume will contribute to both the academic and the public policy debates now in progress by helping to frame some of the questions about a just society in a fresh way."

How should we vote?

Dr. James Skillen

How shall we then vote? The only adequate answer to that question is to vote for the best candidate. That's a simple answer, but it may not be so easy. Voting for the best candidate may mean that you choose the lesser of evils.

But what do we mean by best? The word itself suggests that we need standards upon which to base our choice.

The first question to ask, it seems to me, is "candidates for what?" Legislators, judges, executive offices candidates? What is the difference between a legislator and a president or a governor, and what qualifications should we look for in candidates for state offices as compared to candidates for federal offices? To answer these questions we need to understand how our political system is structured and what it means to hold an office.

That is where the difficulty begins. Even if we listen to campaign rhetoric and read what we can on the candidates, it is not altogether clear that people who run for office today have any idea that they are trying to fill a specific office. They are running to get support, to win popularity—or to try to convey their sense of popularity. They are going to make the world better or lead America forward or try to keep it from falling further backwards.

Can anyone do those things? How will the office they are running for—if we even know the office they are running for—enable them to make changes. As citizens, we don't have to be scholars or theoreticians to expect that candidates should be able to convey a sense of what is happening. We live in a world of change. Candidates need to know the requirements of the office if we are to be able to determine who would be the best legislator, the best senator, the best governor, the best president.

By which standards do we judge what is best? People's standards depend on whom they talk to; whom they listen to; whom they live with; whose vision they follow or have been following over the last years or even generations. Do we vote for a person because we have always heard around the table that the republicans are better or the democrats? Where have we imbibed our understanding of what candidates ought to do? Is it because we have heard parents and friends speak angrily

and use negative epithets and perhaps even expletives when they talk about certain kind of candidates?

When do we look for these standards? Suddenly when America is at war or when it looks like the economy is falling apart and we want some kind of savior? Will we then tend to judge the best candidates as ones who promise the most the fastest? Will we need them just at the last minute, perhaps around the end of next October? Or will we wait until the interest group that concerns us most—farm, education, family or some other lobby—finally gets their act together and tells us whom to vote for?

To avoid these scenarios our sense of communal responsibility as citizens needs to deepen. Shaping our standards must be a cooperative effort. Why? Because politics is all-embracing. Imagine Dordt College deciding that they want to hire only the best professors, but having no more idea of what is best than that a person is good looking, can stand on his or her feet for an hour or two, and shows up on time for class.

We need to know what we're looking for. Issues such as justice, the economy, schools, children, health care, the criminal justice system, America's role in world trade policy, foreign policy, and adjustment to the end of the Soviet Union are big questions that require people with all kinds of expertise. No one can be an expert on everything.

We must become knowledgeable about different issues. By having someone keep up on health care policy and someone else read through newspapers and magazines on education policy and someone else study trade policy, we can pool our research and be confident that we picked the least of evils and maybe even have discovered the best candidate.

Working together in this way requires that we go a step further. We need to ask how we exist in the political system in which we live.

There are two ways to be in a system. One is to accept the current structure and simply work within it without questioning it. It's a bit like many eastern city slickers who seem to think that lettuce, corn, and beef come in cellophane wrappers, because that is where they have always run into them.

The point is that by the time we see packaged candidates, we often accept that that is where we must start. We don't try to look

through the cellophane to see what is underneath. The party produces candidates, and we accept that our job is to decide between them. But how do those candidates get into those wrappings? Who "grew" them? Who packaged them?

If all the grocery store has in the vegetable department is broccoli and cauliflower, and you don't like either one, you may want to go to a different grocery store to see if there is another choice. The same is true in politics. We need not assume that this form of democracy is the only one or even the best just because we have always had a system like this.

Such an assumption allows us to ask only "I" questions. What can I do? For whom can I vote? What am I going to do? To go back to the grocery store illustration, the only option then is to say, "Well, I don't like broccoli, but I like it better than cauliflower. It doesn't look very good, but it looks like the lesser of the evils. I guess I will take some."

But there is a second way to be in a system, and that is to look at the past and the future as well as present. We need to ask how the system got this way and what is good and bad about the system. Why does it produce these kinds of candidates and give us inadequate choices; why do we hear only bumper sticker slogans when we want to hear substance; why do even people who look like they are capable of being strong statesmen end up looking like TV commercials?

These kinds of questions get beyond the candidates. We don't all have to be historians of American politics, but we do need to know something about the past to understand the present and proceed into the future. Looking to the future gives us opportunity to ask "lead" questions, not just "I" questions.

If we are dissatisfied now, our choices for this election are few, but if we plan four or eight or twelve years into the future, the situation could be different. In your own family and your own business, you plan for the future. You save money for the children's college education, you open retirement plans, you think ahead maybe five years about adding a room because your family is growing.

So why don't we do that kind of planning in politics? Quickly reading some newspaper articles to figure out which is the best candidate or which is the least of evils is not responsible if it is our

regular mode of operating. It lets other people decide the direction the system will take.

Christian citizens cannot live like that. Asking "I" questions will always overwhelm us. If we think only in the present, our votes won't make much difference. I am not the only one who has drawn that conclusion. Sixty to sixty-five percent of the population feel that way and opt not to vote.

But we can make a difference. We ought to make a difference. By working together to better understand why we cast the votes we do, we gain confidence and encourage ourselves to start thinking four, eight, twelve years into the future, looking for people to hold office.

We must encourage our children to think of being judges and politicians as well as farmers, athletes, or physicians. We must hold out for them a high view of government task, a high view of civic duty, a high view of justice.

To do that, we will have to pull together as neighbors, school teachers, pastors, and elders to give more substance to our children's vision of what public service in this country is. Families need to discuss politics and views of justice around the table. Pastors and teachers need to describe a biblical understanding of the high calling God has given to kings and judges and legislators.

We should not put up with simple cliches about the emptiness of the political system. We must begin to see what our responsibility as citizens is. I am convinced that more and more Americans are asking and will ask questions that Christians can help answer. Unless we plan for the future, a new system will be built by someone else.

So vote conscientiously, but don't be too hard on yourselves. If, after voting, you feel somewhat empty or dissatisfied in your choices, commit yourself to not letting it happen again. Encourage trusted, capable people to run for office. Only then can we be a salt and light in the world around us for the sake of justice. □

Dr. James Skillen is the executive director of the Association for Public Justice and a former professor of political science at Dordt College.

“If we are dissatisfied now, our choices for this election are few, but if we plan four or eight or twelve years into the future, the situation could be different.”



“Families need to discuss politics and views of justice around the table. Pastors and teachers need to describe a biblical understanding of the high calling God has given to kings and judges and legislators.”

Dordt adds film studies to its off-campus programs

Christian College Coalition schools join in a semester-long film program in Los Angeles.

Lavonne Bolkema

The Christian College Coalition (CCC) is sponsoring its third semester of the Los Angeles Film Studies Center (LAFSC), a semester-long program that allows Christian college students to explore the movie industry first-hand. And now Dordt College has approved the LAFSC semester as an official off-campus curricular offering on the outskirts of Burbank, California—Hollywood in general. The location provides invaluable resources for learning about the movie business.

Students majoring in English, theatre arts, or communication would be likely candidates for the program, according to Dr. Mike Vanden Bosch, professor of English and campus coordinator for film internships. But any student interested in a career as filmmaker or critic could apply.

"A number of Christians in Hollywood are cooperating with the CCC in developing the program," says Vanden Bosch. "Their input is particularly helpful when participants study film's role in shaping culture."

"The Los Angeles program comes out of a long-time concern of Christians wanting to train fellow Christians to be participants in the film industry," says Dr. Verne Meyer, professor of theatre arts. "It represents a cross-denominational interest in pressing a Christian influence there. Students have an outstanding opportunity to work with professionals in the field—most importantly, with professionals who are Christian."

One year has passed since Mike Goedhart (1991) of Orange City was one of nine students to take part in the pilot semester of the LAFSC. Goedhart was then a senior English major at Dordt College. From January 15 to May 10, he plunged into the business, history, and everyday workings of filmmaking. He hopes in the near future to start a career in the industry.

"The film industry is not an evil



Michael Goedhart (center) was one of the participants in the Los Angeles Film Studies Center's trial semester in 1990.

vacuum," he says. "But it is mainly devoid of Christian input. Many of the people are nice—some are Christians, too—but the drive for money is overpowering. Power and politics among producers and directors make the business tough."

The Chronicle of Higher Education recognized the LAFSC efforts in an October 1991 article. In it Douglas Briggs, director of the film center, says, "As Christians we are called to preach the gospel, but the church has abandoned the mass media. This is a challenge for our schools to try to help students see the role they might have in mass communications."

The location is ideal for students, says Goedhart. The complex he lived in was the temporary home of actors and producers of well-known films, and students could easily meet professionals around the complex and in casual walks along the streets nearby. Yet, the learning and living setting is also set up to give a supportive Christian context for studies—with Bible studies, corporate worship, mentoring, and modeling.

"I was surprised that the program planners had established such great contacts with industry people," says Goedhart. In prearranged visits to TV and movie-making facilities, the LAFSC students were treated more as part of the area's working personnel than as tourists. "The man who is third-in-command at CBS-TV is a Christian," he notes. "He gave us a private tour of a studio that let us in on much more than a tourist would see." Students were allowed into the sound control room during a taping of "The Price is Right," looked on during commercial tapings, and sat in on rehearsals of "Cheers," "Head of the Class," and other shows.

The LAFSC semester is a composite of many experiences. Participants spend their term taking three academic courses and working in an internship. Production projects, guest speakers, film screenings, and visits to studios and production locations are all parts of the term.

For the course titled "Inside Hollywood" the students read and discuss a textbook and ten novels and take three exams. They also produce several short films, editing and splicing as needed—"taking so much knowledge and boiling it down to practical skills." In "Keeping Conscience" the students conduct small-group seminars on ethics, presenting research papers and holding discussions. In "Film and Culture" the various experiences of the semester are integrated as students watch films and discuss their specific effects on society. Three textbooks, one research paper, and numerous lectures and film screenings are part of the work.

Besides the course work, each LAFSC participant serves in an internship in the industry. Goedhart worked as a story analyst for TV producer David Brooks of Saban/Scherick Productions.

"I read manuscripts of novels soon to be published," Goedhart explains, "and wrote quality reports on characters, plot, and pace. Using my assessments, the producer decided whether he wanted options on the novel rights for TV use." In this role, Goedhart and other LAFSC Christians could voice opinions and shape film choices.

Many Christians still argue that the movie industry is the spawning ground of society's sin and that Christians should not dabble in it. "Movie-making is our industry, too," Goedhart responds—Christians should sense some

ownership in this century-changing media. It may have a bad name, he says, but he hopes some day to have a role in making a Christian impact in the industry.

How does a Christian approach differ in the work? Must Christian films be about personal witnessing or conversions? No, says Goedhart, pointing to gleanings from his English major at Dordt College.

"Integrity is essential," he says. "A Christian film is Christian only so far as it is true in reflecting fundamental truths of life. In them, general themes of forgiveness and redemption can come through. But, no matter the story, if the film is not done well, it is not worthwhile."

He says the make-a-buck approach of most big directors often turns a callous ear to themes that are not sensational, those that may be more true to the human experience.

"In the many power levels of Hollywood, the visions can become muddled," he says. He admits that is a tough barrier to truth and quality, and his LAFSC experience helped him sort out some practical goals.

"I want to feel free to explore and create with the medium of film without the pressure of working up through Hollywood," he says. With his first aim of entering graduate school, he feels he may be able to do just that—whether in Minneapolis, Iowa City, Los Angeles, or London.

Goedhart now works in construction and hopes to earn enough to start him on his trail. He keeps his movie-critic skills honed, however, by viewing several movies a week. If the graduate plans fade, he says, he will move to the L.A. area, anyway, hoping to work as a production assistant. □

"The Los Angeles program comes out of a long-time concern of Christians wanting to train fellow Christians to be participants in the film industry."

Students work at studios in Hollywood. Dordt student Michael Goedhart worked at Saban/Scherick Productions.



Changing Careers

The Soodsmas come to Dordt a second time

Alisa Siebenga

It's Thursday afternoon, 3:30 p.m. and I knock on the door of Dordt Trailer F.

"Come in," Corrine yells from the kids' back room. The invitation is merely a formality; I'm halfway in before the words spill out of her mouth. Joel turns on the tea kettle to boil; the cookies set ready to serve on the counter. Daily tea at the Soodsmas ('85) from Rocky Mountain House, Alberta, has become a ritual ever since they moved next door at the start of the 91-92 school year.

Their two children, Sarah and Jonathan, have made a tent out of a bed sheet and afghan in the middle of the living room. Jonathan grabs Sarah's crayons, a definite no-no, and the two spar for control of the precious colors.

"Sarah, Jonathan," Corrine warns, "play nicely." The struggle ends as Jonathan relinquishes the crayons. Tiring of their activity, the children scramble around the table in hopes of receiving a cookie. Reward in hand, the two plop themselves in front of the television for their allotted one hour of Sesame Street.

It's a scene from any typical home. The difference is that Joel and Corrine (Scheffer) Soodsma don't quite fit the typical mold. Instead of coming home from work every day, Joel makes his trek from the classroom building to Trailer F, a place to call home for a year. Joel and Corrine have returned to Dordt so Joel, a business graduate, could obtain his education degree.

After they both graduated from Dordt in 1985 the Soodsmas moved to the small town of Rocky Mountain House, Alberta. Joel worked as a real estate agent, and Corrine taught school. When

their first child, Sarah, arrived, Corrine quit teaching, and Joel began looking for a more stable and satisfying career that would allow him more time for home life and family, something real estate didn't grant him.

"I considered options from excavating for Corrine's dad to pig farming. The idea of teaching brought peace to both of us. I wanted to work with people's hearts, not their money," Joel says.

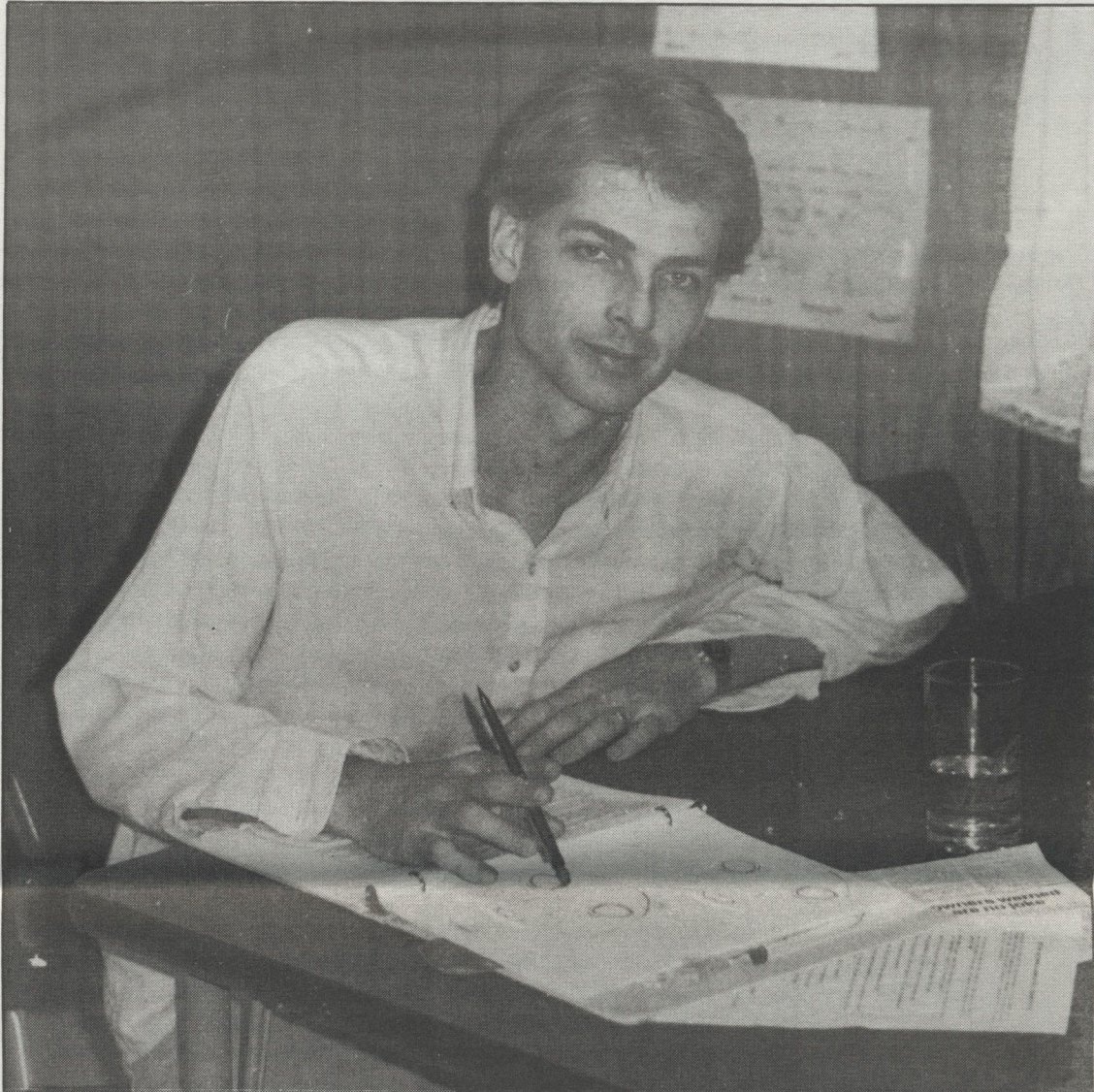
The events that led to Joel's decision to become a teacher began early in Joel's and Corrine's marriage. In their first year of marriage they became young people's leaders in their church. "We became very involved with the kids and enjoyed the weekly contact and the discussion," Corrine says.

Joel adds, "I also taught catechism. It wasn't always a success, but I enjoyed it."

Throughout this period Joel and Corrine went through an awakening of faith. Joel says, "When I graduated the first time, I was committed to getting a job that would make me money so I could enjoy the pleasures in life—like downhill skiing. I was more committed to getting rich than to serving my Savior."

"While we were in Rocky we went through some financial struggles that made us depend on God. That and the people God placed in our lives made him real to us."

Joel's decision to return to school was clinched when he accompanied a bus load of students on a camping trip and got the opportunity to observe teacher and students together. After that "Joel and I agreed to go back to school if we could afford it without either of us having to work," Corrine says.



Joel Soodsma's desk doubles as the kitchen table.

Joel decided he wanted to teach Bible. In considering colleges Joel says, "We wanted to go somewhere different like the West Coast, where it never gets cold and the beach is only a few miles away." However, one by one, colleges were eliminated because they were too expensive, their programs took too long, they didn't have a Reformed theology department, or his credits wouldn't transfer.

"God just kept closing doors, and the only one left open was Dordt, so we came," says Corrine.

The Soodsmas are both glad they are here. "Coming back the second time you realize you have a clearer sense of purpose. Many Dordt students don't understand the value of the education they get here or how carefree they really are. Going out into the world, having to pay bills, and finding yourself changes that," Joel says.

Coming back as a family is not all easy, however. "When you're married and have children, you are on the fringe of student life. When you're in a community for only a short time, there is not much interaction. There were many times that I was really lonely and homesick the first semester," Corrine says. "I had a lot of good friends in Rocky, and it was hard to leave them. But Dordt has also allowed us to grow

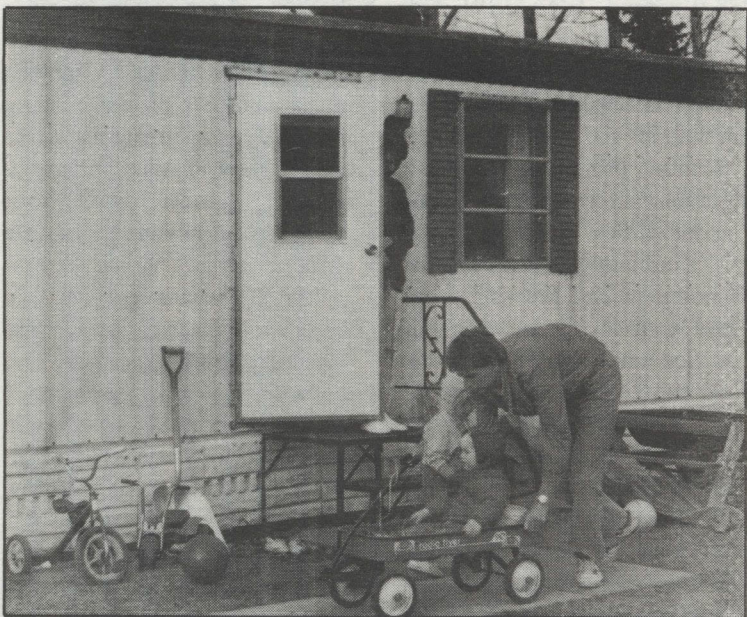
as a family because we don't have many outside obligations."

Living on campus this year helped relieve the loneliness; students more readily stop by. And it is not uncommon to see one or two guests at the Soodsma table for supper. "It's part of our lifestyle. Even when we were in Rocky young people would just drop in. We enjoy it," says Joel.

As the Soodsmas look forward to graduation, Corrine is anxious for roots and a house bigger than 12'X 40'. They also have the usual graduation jitters. "We wonder where the Lord will lead us. We would like to live in a small community back in Canada, but we're not sure," Corrine says.

Until graduation life continues in Trailer F and so does Monday evening Bible study. The kids have gone to bed, the toys are put away, and six students have gathered on the Soodsma carpet for Bible study. We begin with a few songs. "Let's sing 'I Have Decided,'" he says. Accompanied by the strum of the guitar, we begin the words—only slightly off key: "I have decided I'm gonna live like a believer, turn my back on the deceiver, I'm gonna live what I believe. Being good is just a fable, I just can't cause I'm not able—gonna leave it to the Lord." For Joel this song signifies his life, past and present. □

"Coming back the second time you realize you have a clearer sense of purpose."



After a day of classes, Joel's time is given to the children—who are some of the youngest living on Dordt's campus.

Faculty news



The professional involvements of Dordt faculty members outside of the classroom reveal Dordt's commitment to provide educational leadership in the Christian community as well as among its own students. By sharing these activities, we hope to provide fellow Christians with further resources, ideas, and encouragement as they work to be of service in Christ's kingdom.

Dr. Marian Vander Ark, professor of education, spent February 10-13 on Graceland College campus in Lamoni, Iowa. Vander Ark was part of a four-member state team that evaluated the Teacher Education Program at Graceland.

Pam De Haan, adjunct music instructor, gave a voice recital at Northwestern College in Orange City, Iowa, on Sunday, February 2. She performed pieces by Handel, Mozart, and Head.

Assistant professor of agriculture **Duane Bajema** gave a presentation on livestock manure management at an area meeting of the Iowa State Extension Service. Bajema also attended the board meeting of the Christian Reformed World Relief Committee in Grand Rapids, Michigan, on February 13-15.

Dr. Delmar Vander Zee, professor of biology, along with **Ron Vos** and **Dr. Chris Goedhart**,

associate professors of agriculture, attended the third annual conference for the Leopold Center for Sustainable Agriculture February 18-19. They presented the results of their three-year study, "Monitoring and Modeling Cropping System Nitrates for a Sustainable Agriculture." The theme of this year's conference was "Building Bridges: Cooperative Research and Education for Iowa Agriculture." Ron Vos was also appointed to the interdisciplinary Animal Waste Issue Team of the Leopold Center.

Dr. John Van Dyk, director of the Center for Educational Services, conducted workshops in collaborative learning for junior and senior high school teachers of CSI District 3 at their February 14 meeting at Timothy Christian High in Chicago. In mid-March Van Dyk and his family leave for Sydney, Australia. Van Dyk will spend six months teaching at junior and senior high schools there, using classroom strategies explored in the Center for Educational Services. During his stay he will also contribute to Christian Master of Education programs in Australia.

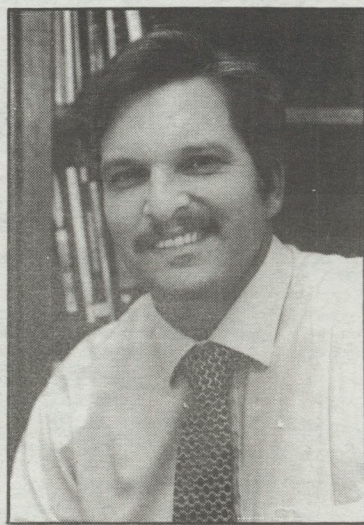
Associate professor of economics **Dr. Tracy Miller** presented a paper at the Southern Economic Association Annual Meeting on November 26, 1991. The paper was titled "Explaining Trends in Agricultural Policy and Problems with an Efficient Redistribution Hypothesis."

Dr. Paulo Ribeiro, professor of engineering, recently completed two papers that will be published in the electrical engineering journal, *Electra*. "Connection of Harmonic Producing Installations in High Voltage Networks with Particular Reference to HUDC" was written in cooperation with Dr. A. Robert from Power Research Institute in Belgium. "AC (alternating current) System Modelling for AC Filter Design" was prepared with Dr. J. A. Arrillaga from the University of Canterbury in New Zealand. The later will be presented in Paris in August.

Dale Grotenhuis, professor of music, conducted the Illinois All-State Choir and the Northwest Iowa Honors Choir in January. His newly composed choral anthem "Arise, My Love" which appeared in the latest edition of *Pro Rege* was published by Hinshaw Music Publishers. Two other new choral works were published by Morningstar. Grotenhuis also composed a commissioned work for Coe College.

Professor of psychology **Dr. Ken Bussema** attended the National Institute on the Teaching of Psychology in Tampa, Florida, in January. On February 28, he attended a seminar on Compulsive Gambling at Charter Community Hospital in Sioux Falls, South Dakota.

Dr. John Visser, professor of business administration, gave a speech titled "Chaos and Hope in the Ashes of the Former Soviet Union" for the Southwest Minnesota Christian Teachers Association on January 22. His article "The Joy of Spending" appeared in the latest issue of *The Banner*.



Rev. Don Draayer, campus pastor, wrote meditations for the June 1992 issue of the *Today*.

Chemistry professor emeritus, **Dr. Russell Maatman**, was one of three Christian scholars to participate in the Covenant College Maclellan Scholars Program his year. Maatman gave a chapel speech, "The Christian Scholar as a Christian Leader"; met with students from the program; and lectured in philosophy and science classes.



Shirley Huisman Jezowski joins social work department

Shirley Huisman Jezowski, a new member of the Dordt College social work faculty, comes to the department with experience in community mental health. A 1985 graduate of Dordt College, she earned her MSW from Syracuse University in New York. She has worked as a chemical dependency counselor in both in- and out-patient detoxification programs and as a therapist in community mental health clinics.

"Community mental health is a complex and growing area," says Jezowski. Cutbacks in social service funding are putting more and more people with mental illness on the streets. These people now need to be helped through public clinics.

"There is a growing demand for social workers and therapists in mental health triage—short-term counseling for people facing crises of one kind or another." Many of these peo-

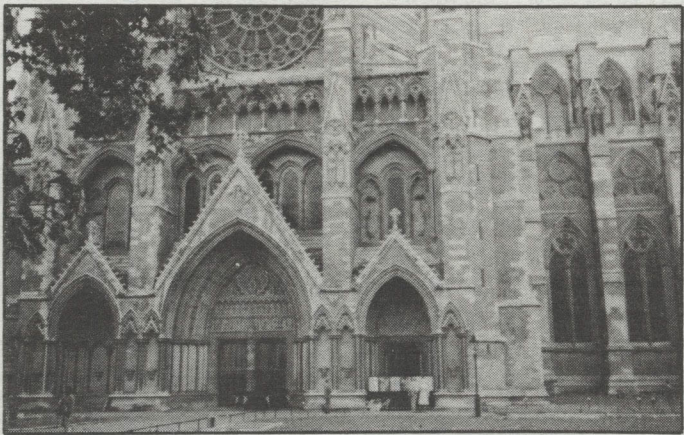
ple can function in society once they are given some assistance to get back on track, she says.

Jezowski, who graduated from Dordt before social work became an accredited program, is enthusiastic about the opportunities open to Dordt's BSW graduates. She wants to help students understand how their grounding in Reformed Christianity gives them a place to stand on current issues in their profession, especially as they enter graduate school.

"As Christians we need to understand what norms govern our reaction to issues like women's rights and abortion," says Jezowski. "Almost all social workers have very good intentions, but many are motivated by a kind of New Age humanism. I want to be able to go to work each day grounded in my perspective as a Reformed Christian." She wants her students to be able to do the same. □

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Westminster Abbey

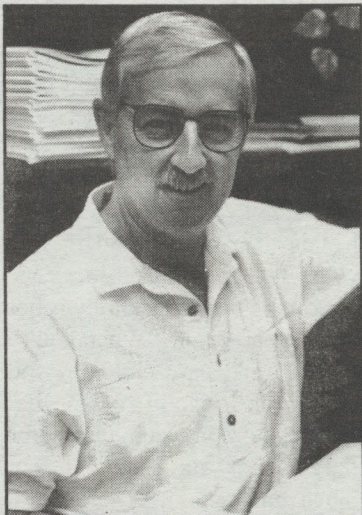
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Space is limited to twelve, so early inquiries are encouraged. Call the Travel Center of Sioux Center at 800-553-6643 for more information, including a detailed itinerary.



David Helmstetter, instructor of social work, was elected secretary of the Iowa Council of Social Work Educators in October 1991.

“Coach” urges hard work, but balance

Sally Jongsma

Coach Rick Vander Berg says the only thing he ever wanted to be was a teacher. “I never even thought of doing anything else,” he adds.

School began early for Vander Berg. He remembers attending “preschool.” As a three- and four-year old, he went to school with his mother who taught grades one through eight in a one-room country school. He remembers fondly the all-school snowball fights at noon. He recalls being allowed to accompany—because he really wasn’t in school yet—the eighth grade boy whose turn it was to stoke the furnace with corn cobs. And he especially remembers the devotions. Already early on he planned to follow in his mother’s footsteps.

Today, he is still happy with his career choice. Despite up and down days, he wouldn’t want to trade jobs with anyone.

Vander Berg has been physical education instructor and basketball coach at Dordt for the past fourteen years. The best part of his job, he says, is watching young people grow as Christians. “You don’t often see dramatic changes even from one year to another. But over the course of four years I often see changes in their perspective on life.” That growth is what teaching is all about.

Because of his talent in athletics, Vander Berg majored in physical education and biology. In college, he played basketball and baseball and participated in track. And although his knees aren’t what they used to be he still enjoys racquetball and golf.

Sport is a part of life, he says. “We should use the talents we’ve been given.” Sports play an important role in keeping fit. Work-

ing as a team and learning the discipline necessary to excel can develop good habits, whether in college or later.”

“He’s a good guy,” says junior basketball player Brian Sipma. “He shows a Christian attitude and tries to develop that in us as players on and off the court.”

Although Vander Berg readily admits that the place of sports can be and often is distorted, he is also firmly convinced that habits and values learned on the field or court can have an important effect on young people’s lives. “In fact, many students do better academically during a sports season than during the off season,” he adds.

One reason is that student athletes know they must use their time wisely if they are to keep up with their studies. They have to be disciplined and make conscious judgments about what to get involved in.

“Part of our task is to help students keep athletics in perspective. We take time at the beginning of the season to emphasize the importance of good study habits and budgeting time,” Vander Berg says. He also periodically reminds his players that when practice is over, it’s over. They shouldn’t drag it out longer or brood on a game from the night before, but get on with their other responsibilities.

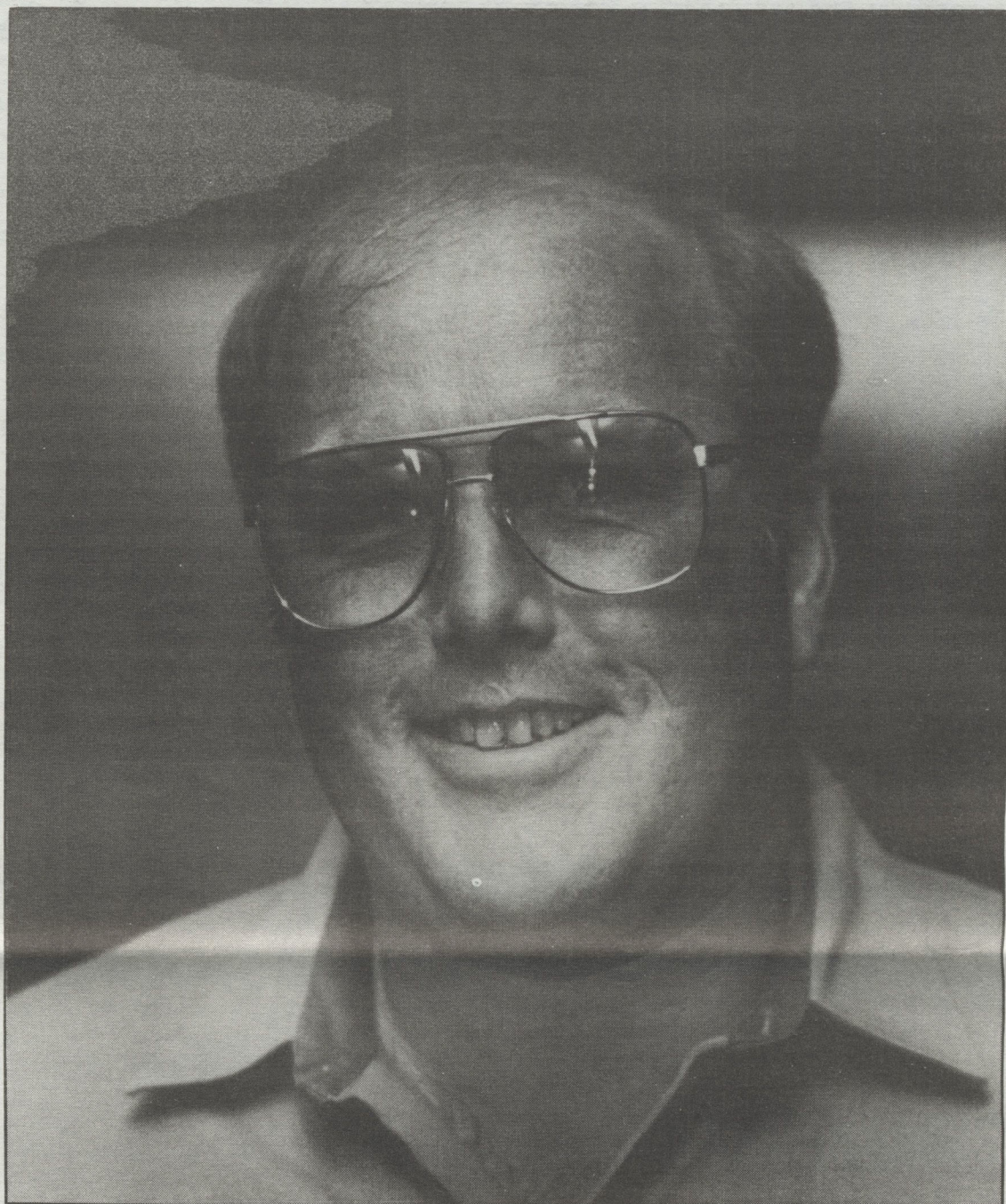
“That’s not always easy to do—for me either. But it has to be done.”

“He doesn’t let us get down too often. He’s got a positive attitude,” says junior Galen Van Roekel. Senior Brian Driesen adds, “He encourages a lot and won’t belittle you in front of the other players. He’ll talk to us individually, and that helps our confidence.”

Keeping life balanced is essential, but developing God-given talents is important. Doing so takes time and hard work. As in any endeavor, excellence demands commitment. “Probably the most important characteristic of a good athlete is mental toughness,” says Vander Berg. “Many people want to be mentally tough but don’t want to put in the work necessary to achieve it.” They need to work hard and stay focused so that other areas of their life can also move ahead.

Part of that developing process is competing against others. “There are definitely bad sides to competition. Our society’s attitude that if you’re not a winner you’re nothing causes people to forget why they are doing the things they are doing,” he says.

“I view competition as first of all educational—something we



Richard Vander Berg

can learn from—not an end in itself. Competition is cooperation and service.” Although initially some may say that sounds like pie-in-the-sky justification, Vander Berg seriously promotes this idea of service.

“By competing people make each other better. In competition everyone must do his or her best or no one benefits or feels satisfied.”

In that sense, wanting to win is important. “You have to want to win to do well; it’s how you achieve the goal of winning that is important. We have to honor and glorify God with the ability he’s given us.”

That’s why team members often become very good friends. And why competitors on opposite teams or coaches of opposing teams become good friends, he says. By playing against each other, they help each other to grow.

Such cooperative service can run amuck, whether by pressure from unthinking fans or by society’s push to be a winner at all costs. “We want every student here to live consciously as a citizen of Christ’s kingdom and develop his or her talents for that reason.”

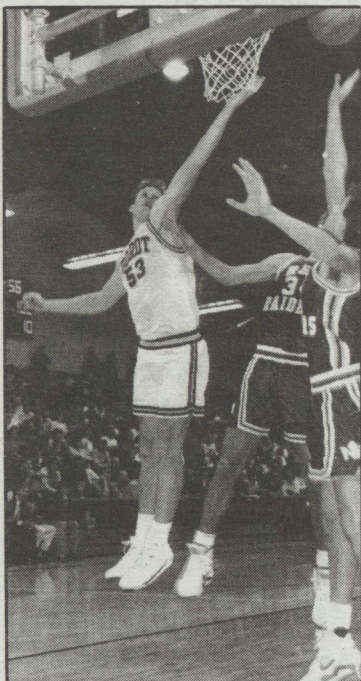
Our commitment should show in our attitudes and actions, both as players and fans. Admittedly, that is an ongoing process, not only for students but for all of us, Vander Berg hastens to add.

Such a perspective forms the foundation not only for Dordt’s intercollegiate teams, but also for the college’s physical education program. Although they are separate programs, the overlapping responsibilities of coaching and teaching link them together. Faculty want to instill lifelong fitness habits in their students and give them the skills to enjoy doing so.

Vander Berg and his colleagues seem to be succeeding. Seventy percent of Dordt’s students participate in intramural sports. At the same time, few of those who play on one of Dordt’s intercollegiate teams major in physical education. They work hard as athletes but have many other interests as well.

“Dordt students, generally speaking, are very committed. Once they start something, they work hard to achieve it. This is a great place to work,” says Vander Berg, reflecting on his work and his students. “There’s nothing I’d enjoy doing more.” □

“Although Vander Berg readily admits that the place of sports can be and often is distorted, he is also firmly convinced that habits and values learned on the field or court can have an important effect on young people’s lives.”



It is not unusual to find Coach Vander Berg pacing the sideline or standing to get a better view of his players’ game.

Bousema becomes Dordt's leading scorer



Back row: Carla Zevenbergen, Stephanie Bleyenburgh, Beth Hollander, Christine Kramer. Middle row: Lisa Wubben, Jill Bousema, Lou Ann Bolkema, Val Gritters, Tabbie Vande Berg. Front row: Tawnia Vander Veen, Laura Vander Zee, Lori Klein, Leslie Hellinga.

The Lady Defenders basketball team completed its 1992 season with a winning record of 17-9. The team placed second in Division 2, and was third in the IAKOTA Conference with a conference record of 4-4.

Coach Leonard Rhoda was pleased with the season. "We won a lot of close games and a lot of tough games on the road," he says. Rhoda believes the 1992 team had many strengths that account for its success.

"The seniors provided a lot of leadership," says Rhoda. "We had some excellent jumpers and rebounders."

The Lady Defenders had three senior players, and each brought with her three years' experience. Jill Bousema, a forward for the Lady Defenders, became Dordt's all-time leading scorer. Lisa Wubben, also a forward for the

team, led the team and the District in rebounding with an average of 10.3 rebounds per game. Lou Ann Bolkema, a guard, led the District in freethrow shooting with an 81 percent average.

Beth Hollander, a sophomore forward from Lynden, Washington, was also an asset to the team. Hollander was the Lady Defender's leading scorer with an average of 17.5 points a game. She was also the team's second best rebounder with 8 per game.

Hollander and Wubben received first team All-Conference honors, and Bousema was named to the All-Conference second team. All three are also members of the All-District NAIA District 15 team.

Freshman Tawnia Vander Veen from Sumas, Washington, led the Lady Defenders offense from her

point guard position. "She's done a great job for us as a freshman in directing the whole offense," says Rhoda. Vander Veen was also among the team's top scorers and freethrow shooters.

In addition to the five starting players, the Lady Defenders had a strong bench to back them up. "I was really pleased with our bench," says Rhoda. "We became a better team because of our bench—as they improved, we improved." Second-year players Lori Klein and Laura Vander Zee came off the bench and contributed, as did first year players Leslie Hellinga, Christy Kramer, Carla Zevenbergen, Val Gritters, and Tabbie Vande Berg.

Rhoda believes the team's weaknesses lie in their lack of height and inconsistent outside shooting. Yet he looks forward to next season with a younger team and some promising recruits. □

Freshman leads men's team

The Dordt Defenders ended their 1992 basketball season with a 74-78 first-round tournament loss to Teikyo-Westmar. Freshman Dave Van Essen led the Defenders with 14 points and 9 rebounds, and sophomore Mark Van Gorp shot 100 percent with 13 points. Senior Brian Driesen and juniors Craig Veurink and Brian Sipma added ten points a piece.

The Defenders ended their season with a 9-16 record. Coach Rick Vander Berg says, "I had hoped we would place a little better than we did." Although the season didn't quite reach his expectations, he continues, "I think we played some excellent basketball. We just lost too many close games."

Driesen and Van Essen were both named NAIA Division 15 All-District players.

Van Essen was the team's leading scorer with 15.4 points per game, and Driesen, the team captain, was second with 12.7 points a game. Van Essen also led the team in rebounds. Van Gorp averaged 12.6 points a game and followed only Van Essen in rebounds.

Due to an injury, the team lost junior Jeff Zylstra mid-season. Vander Berg says, "Anytime you have an injury, that hurts you over time." But Vander Berg claims junior Doug Veenstra "came on and played really well" after Christmas and helped make up for the loss.

Although the Defenders ended with a losing season, Vander Berg remains positive. "We were young starting, but we improved throughout the year and kept improving." The Defenders will lose only one senior this year. □



Back row: Craig Hommes, Dave Van Essen, Craig Veurink, Pat Krommendyk, Mark Van Gorp, Steve Bootsma. Middle row: Devin Droog, Jeff Zylstra, Brian Sipma, Doug Veenstra, Mickey Visser. Front row: Brian Driesen, Galen Van Roekel, Troy Vander Molen, Jay Regnerus.

Indoor track records fall

Dordt indoor track records are being broken almost every weekend by this year's team. Although the group is small, it includes a group of hard-working and talented athletes who are making their presence felt against Division II and III competition.

Senior Fran Ton from Dunneville, Ontario, holds five of the seventeen women's indoor track records. "And she could lower them more before the season is over," says Coach Syne Altena. She currently holds the school record in the 200, 300, 500, 600, and 800 meter runs. Her sister, Irene, a freshman, filled in the gaps this spring with records in the 400 and 1000 meters. Freshman Theresa Van Zee from Pella, Iowa, set a new Dordt record in shot put.

On the men's team sophomore Jeff De Koter from London, Ontario, set a new record in the men's 200 meters, and sophomore Kyle Jansen from Sully, Iowa, set a new 500 meter record.

Part of the success of this year's team is due to new assistant coach Ross Goheen, who coached track in Bramalea, Ontario, before moving to Sioux Center. While Altena was still busy with the junior varsity basketball team, Goheen put the team on a rigorous training program that has paid off.

Both Ton and Van Zee qualified for NAIA Indoor Nationals in St Louis on March 7. Ton, who also ran in last year's outdoor nationals in Texas, could set more outdoor records before the season is over. □

Hilbelink named Academic All-American



Scott Hilbelink

Scott Hilbelink was named to the 1991 NAIA Academic All-American Soccer Team. Hilbelink is a forward on the Dordt Defenders soccer team.

Hilbelink has proved himself repeatedly on the soccer field. He had 22 goals in the 1991 season, making him one of two players to break the team record for goals in a season. His career total is 34 goals.

"He's extremely hard-working," says Van Essen. "He always gives 100 percent. He never does anything halfway."

In addition to his individual achievements, Hilbelink has been an asset to the team.

"He's very team-oriented," says

Van Essen. "He thinks for the group, not just for himself. He gives the leadership and inspiration that's needed on a team."

Hilbelink has also excelled off the soccer field. In addition to being a contributing team player, the criteria for Academic All-Americans requires that the student be a junior or senior with a GPA of 3.5 or better and that he is a good citizen of the school.

Van Essen says, "Scott is an all-around student, and he takes his work very seriously. That's exemplified both on the soccer field and off."

Hilbelink is a business administration major from Cedar Grove, Wisconsin. □



Professor Charles Adams, Jeff Nibbelink, Ed Harrod, Ken Vande Brake.

Dordt students benefit from two new scholarships

Two new scholarships are available to Dordt students for the 1992-93 school year. Both are funded by businesses in Sioux Center.

The Link Mfg. Ltd. Engineering Scholarship will be awarded to a third, fourth, or fifth year student enrolled in Dordt's engineering program. The course of study must relate to the future technical needs of Link. The recipient must be in good academic standing and must have demonstrated leadership skills and maturity. The award of \$2000 is made based on recommendations by the engineering faculty. Final selection is made by Link, based on personal interviews.

To start the program, Link decided to award one scholarship for the current school year. The

first recipient is Jeff Nibbelink from Edgerton, Minnesota.

The Mutual Telephone Company (MTC) has created endowed scholarships for three incoming freshmen from the Sioux Center (722) exchange area. The \$1000 award is renewable for four years providing the student maintains a 3.0 GPA and remains in good standing at Dordt. By 1995-96 MTC will fund twelve scholarships.

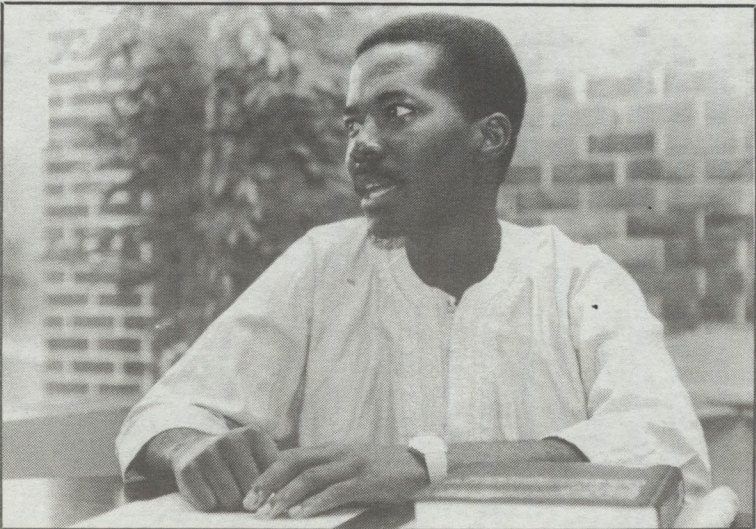
Ross Vernon, vice president and general manager of MTC said the scholarships are another way for his business to serve the area. "Everything we've tried to do over the last fifty years has been to build and enhance our community. Through the MTC Foundation we can focus on areas that improve the quality of life in Sioux Center."

Kabba will soon get his Christmas present

The Dordt community demonstrated the spirit of giving this Christmas. Students and faculty donated over \$2000 for Kabba Jalloh, who remains in the University of Iowa Hospital suffering from a rare case of polymyocitis, a disease that deteriorates the muscles. The gift was to bring Kabba's sister, Alice, from Sierra Leone to visit him.

Students and faculty have remained in touch with Kabba through cards, phone calls, video tapes, and visits. But at Christmas time, they wanted to give him a special gift. Students, with the help of Campus Pastor Don Draayer and the Student Forum, started a drive to raise the money for Alice's trip. The goal was set at \$2000, and the total amount donated has exceeded that mark.

Although most of the funds have been raised for the trip, Alice and Kabba are still waiting for official approval of the trip. Draayer has been in contact with the U.S. embassy in Sierra Leone, extending an official invitation to Alice and assuring officials that Kabba's condition is not communicable. Alice is assured of the money for her visa and passport, yet she must wait for the government's approval.



Kabba Jalloh

The process seems to be moving a little faster, but Kabba's Christmas gift will not arrive until all the processing is finished. Draayer is hopeful that they are nearing the end of the red tape and Alice will soon be able to come. In the meantime, he says, "It's been helpful to Kabba because he's been living in hope."

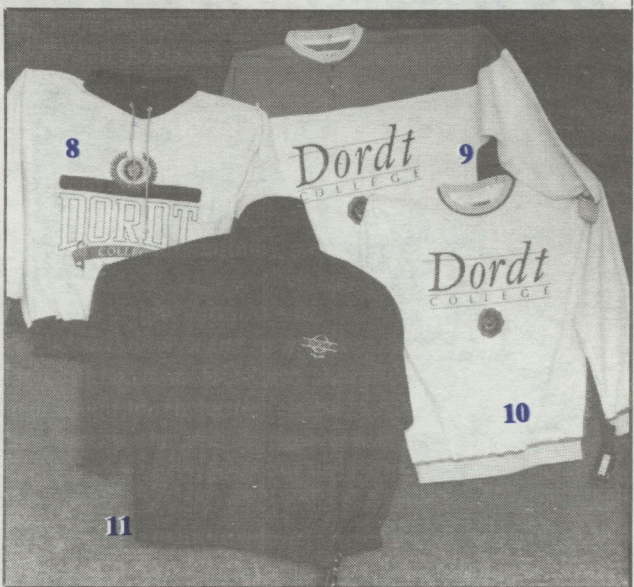
Kabba's condition slowly is getting better, and he is regaining strength. He recently overcame a bout with pneumonia and is now participating in active therapy. Last reports were that he even stood momentarily on his own strength. But he is still very weak and will need patience and prayers for a long recovery period.

New at the Dordt Bookstore



- 1. Striped T (S,M,L,XL).....\$11.95 100% cotton, heather pink, green, or lavender
- 2. Oversized Roll-up Sleeve T (S,M,L,XL) ... \$19.25 90/10 blend, multi-heather with purple, hunter, pink double banded neck and roll-up sleeves in either purple or forest
- 3. Oversized heather T (S,M,L,XL).....\$18.95 100% cotton, navy and teal sleeves and imprint
- 4. Oversized Hobo T (S,M,L,XL).....\$18.50 100% cotton, bars purple, hunter, pink with sleeves in purple and green or purple and pink

- 5. Shorts (S,M,L,XL).....\$17.95 100% cotton, back pocket, black, navy, purple, hunter (coordinates with T-shirt colors)
- 6. Roll-up Sleeve T (S,M,L,XL).....\$18.95 100% cotton, teal with navy trim or navy with gray trim
- 7. For Kids S(6-8),M(10-12),L(14-16).....\$9.10 100% cotton, gray heather with black or teal roll-up sleeve and neck
- 8. Yacht Club Pullover (S,M,L,XL).....\$31.95 50/50 blend, gray heather with navy trim
- 9. Heavyweight Henley (M,L,XL).....\$30.95 65/35 blend, ash heather with navy or teal yoke
- 10. Crew sweatshirt (M,L,XL).....\$26.95 50/50 blend, ash heather with navy or teal stripe on trim
- 11. Waterproof jacket (S,M,L,XL).....\$57.75 100% nylon, black, navy, teal(in large only)



Order today Dordt College Bookstore, Sioux Center, IA 51250-1697

Item	Color	Size	Quantity	Price

Substitute similar item Please send check or money order with order.

Postage \$2.00/order Total

Homecoming

Homecoming Highlights



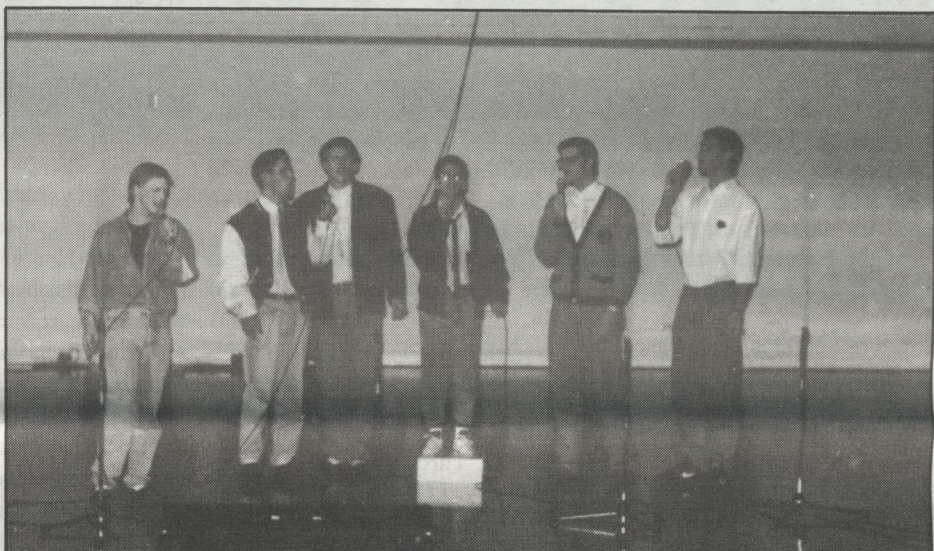
Distinguished Alumni Series — Dr. Harvey Blankespoor ('60) presented the inaugural lecture of this annual event. Students, faculty, and alumni watched and listened to a slide/lecture of his work with parasites in Sudan and Equador.



Faculty-Student Quiz Bowl — A highlight of homecoming week is the faculty-student competition in the Trivia Quiz Bowl. This year's upperclass team of Jeff Kopaska, Pam De Boer, Gregg Zon-nefeld, and Paul Dalen ran away with the honors.



Alumni-JV Game — All but one of the '88 "Kansas City" team were back to play this year's junior varsity. Although a little older, they still played some respectable ball.

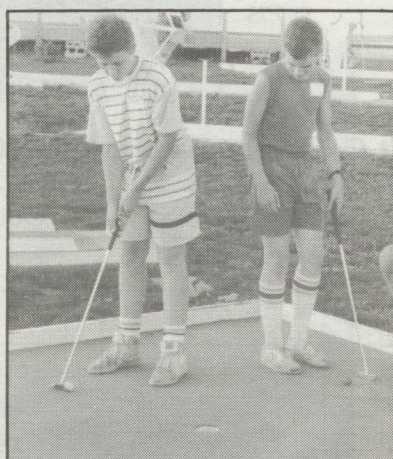


Talent Extravaganza — People were nearly "hanging from the rafters" for Saturday night's annual Talent Extravaganza. Chad Nibbelink, Chris Hull, Rob Elgersma, Mark Vande Zande, Mitch Menning, and Dave Van Essen took first place for their performance of "Look Around You" composed by Nibbelink.

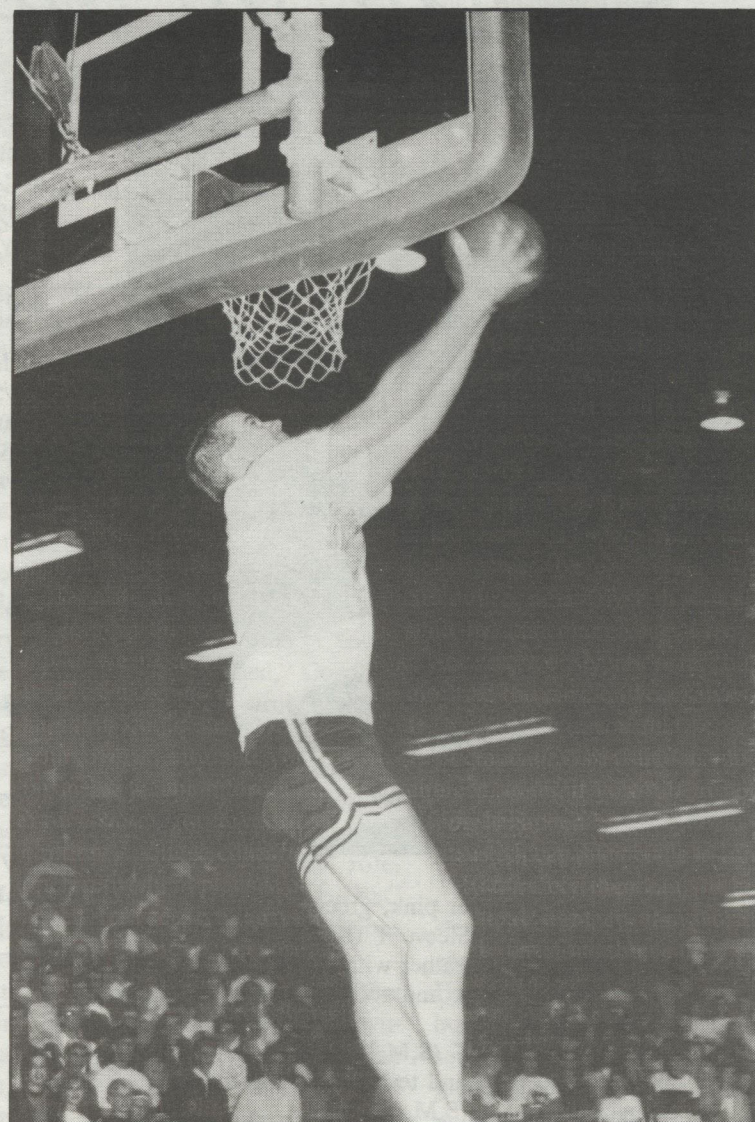
join in a tradition . . .



reunion ninety-two



august seven, eight, nine



During the half-time slam dunk contest, Greg Van Soelen proved that he still knows how to handle a basketball.

New development director takes over

Many things have changed in twenty-three years

I came to Dordt College as a freshman in September 1965 and graduated four years later in May 1969. This past January (1992), I came back to fill the position of director of development. During the intervening twenty-two years, many changes have occurred at Dordt and in Sioux Center.

The number of students has doubled. They come from a wider denominational and ethnic background. They have nicer cars, and they load their dorm rooms with televisions, microwaves, computers, telephone answering machines, and clothes. They view me as a prehistoric relic when I tell them we only had one phone per floor, not one in every room, and we had to hide our illegal coffee pots and popcorn poppers because they'd overload the electrical circuits.

Students today study in Europe or do social work practicums in inner-city Chicago or attend a film institute in California. They form organizations like PLIA and AMOR and PALS to put their beliefs into practice by aiding the underprivileged and befriending the lonely. The only similar thing I remember doing was going to the penitentiary in Sioux Falls for a Sunday morning service.

The campus too has changed. If you haven't been back here for

ten or more years, you must come. The chapel building—beautiful and inspiring. SUB—homey and functional. Science building—modern and well-equipped. There are lecture halls with such nice seats you'd have an excuse for falling asleep in Koekoek's Western Civ class. Students have ready access to computers in all programs. The science building even has an operating room where pre-vet students can learn by assisting local veterinarians in operations.

The programs available to students now are many and varied. Engineering, agriculture, business, social work, theatre arts, and others make me wish I could start all over again. The college is recognized, accredited, even prestigious. Its alumni have gone far and done well. They can be found in thirty countries and in all areas of employment.

The support for the college has grown too. Our supporting community numbers in the thousands and donates regularly and unselfishly. More and more alumni are substantial donors to their alma mater. The college solicits and receives grants from many organizations in support of special projects.

And if you haven't been back to Sioux Center in some years, you'll be surprised by new housing developments in the south, north-

east, and northwest corners. The cornfields have been beaten back. Industry extends north of the town. Main street downtown has a mall. Since moving here, we have found in town all the goods, services, and programs we need. (And no lineups or bureaucratic hassles.)

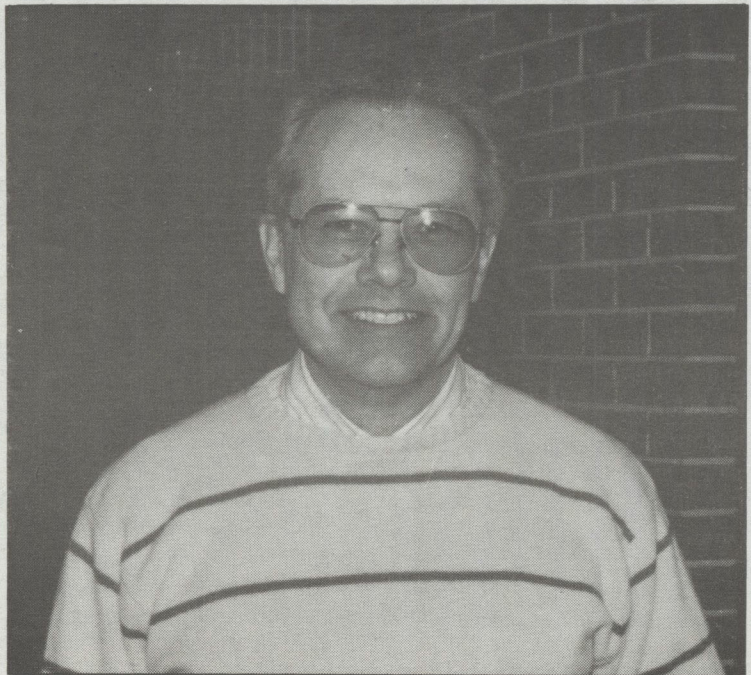
And yet, despite all the changes, some things—the best things—have not changed.

The students are clean-cut, vibrant, personable young people. They live their faith. Bible studies and prayer groups still meet throughout the week all over campus. They study hard and pull all-nighters to get papers finished. They follow the college teams and cheer boisterously. They make friends and find spouses.

Talking with professors and students has shown me that the biblical foundation of all learning here remains unchanged. Students are taught that everything belongs to God, that he calls it all into obedience, and that they must serve him in everything they do.

The atmosphere remains the same on campus and in town. People greet each other as they pass by. Everyone is helpful. Local people invite students for Sunday dinner. There are still coffee and cookies and informal sing-alongs after Sunday evening services.

And I've found already on my travels that the supporters of the college remain unchanged. They



Gerald Ebbers ('69) joined the development staff in January. He comes from Edmonton, Alberta, where he taught high school English. He previously worked in development at The King's College.

are honest, straight-forward, hard-working people who know what Dordt is and why it needs their support. Gifts large and small are made in the spirit of the widow's mite: seek first, support first, kingdom endeavors and leave your personal needs to God who clothes the lilies of the field.

And finally, there are some things that don't change, but you wish they would. The men's basketball team was beaten by Northwestern again this year. The hockey team still doesn't have a rink or a coach. And the dorm rooms are too small. But all of that just means we still have work to do. □

Spring Debt Reduction Drive

The purpose of the Spring Debt Reduction Drive is to raise the funds needed to make annual debt payments and facility improvements on land, furnishings, and educational buildings.

- Total cost of academic facilities: \$15.4 million
- Total debt: \$1.4 million
- 1992 Spring Debt Reduction Drive Goal: \$150,000



We need your help to complete the picture.

Dordt College enrolls around 1040 students. It has over 130 full-time faculty members, administrators, and support staff and another 60 part-time employees.

But Dordt College is much larger than the 1200 or so people who occupy this campus. We count among our number the thousands of alumni, parents, and other supporters of Dordt who live throughout North America, in fact, throughout the world. Without their support, Dordt College could not continue to exist.

The whole picture of Dordt College can't be seen by looking only at the campus. We need your help to complete the picture. We hope and pray that you will join us in the work of Dordt College.

**DORDT
COLLEGE**

Alumni notes

Dr. Stanton Visser ('70) was recently appointed by Governor Branstad to serve on the Board of Behavioral Sciences Examiners. The Board will develop criteria and standards for the licensure of mental health clinicians and marriage and family therapists. Visser is a consultant and psychotherapist with Planes Area Mental Health Center in Rock Valley and Northwest Iowa Mental Health Center in Spencer. He has also been affiliated with Creative Living Center of Rock Valley for the past twelve years. Visser, his wife, Sharon, and their four children live in rural Rock Valley.

Rev. Robert Cromwell ('78) has accepted a call to St. Mark's Presbyterian Church in Haysville, Kansas. Rev. Cromwell, his wife, **Susan (Zylstra)**, '81, and their son, Joseph, left Fayette City, Pennsylvania, where Robert has been a pastor for eight years.

Larry and **Harriet (Stellingwerff)**, '79 Asselstine live in Surrey, British Columbia. Larry is a physical therapist. Harriet homeschools her children, Aaron (8), Naomi (6), and Stephanie (4).

Sherry (Byl), '80 Mello and her husband, David, live in Porterville, California, with their son, Daniel. Sherry is a Financial Services and Sales Representative for First Interstate Bank in Visalia; David is Vice-President/Operations Coordinator for Bank of the Sierra in Porterville.

Mike and **Muriel (Kreykes)**, ex'82 Wielenga live in Sioux Center, Iowa, where Mike is a taxidermist, and Muriel is assistant cashier at First National Bank. They have a daughter, Raelle.

Roger De Weerd ('82) is the fermentation supervisor at Oxford Laboratories, Inc. in Worthington, Minnesota. He and his wife, B.J., live in Maurice, Iowa. B.J. works in the cash office in Wal-Mart in Sioux Center and teaches piano lessons. Roger and B.J. have a daughter, Breanne.

Mark and **Michele (Schouten)**, '82 Davis live in Hanford, California. After four months in Saudi Arabia, Mark has returned to his job as a Correctional Officer at Avenal State Prison. Michele sells real estate and is enjoying being a new mom.

Kevin and **Cindy (Ten Haken)**, '82 Walvoord live in

Oostburg, Wisconsin, with their son, Andrew. Kevin works as an assembler at Curt. G. Joa, Inc., and Cindy does word processing and desktop publishing part-time for First Wisconsin Bank of Sheboygan.

Arvin and Kathy (Arends) **Druvenga** ('83,'84) have moved to Laurens, Iowa, where Arvin is Chief Financial Officer at Gold Star Manufacturing, Inc. Kathy stays at home with Joel, 4, and Bethany, 1.

Brian and **Crystal (Greiman)**, '84 Kennedy live in St. Louis, Missouri, where Crystal is an attorney with the law firm of Thompson and Mitchell, and Brian is employed by Morgan Foods, Inc. as a restaurant manager.

Don and Sheila (Koldenhoven) **Lammers** ('84,'85) have recently moved from Denver to Rock Valley, Iowa. Don works for People's Insurance, Sheila is a homemaker.

In February, **Peter Helmus** ('85) began three months of training to serve as an overseas missionary with Emmanuel International. During his training, a country will be chosen for his two years of service. For the past three years, Peter has run his own construction company in Maple Ridge, British Columbia.

Mike Van Surksun ('85) recently joined The Pizza Ranch, Inc. in Hull, Iowa, as their Chief Financial Officer. He also successfully completed the Certified Financial Planner examination. His wife, **Nancy (Ruisch)**, ex'85 is at home with Ryan, 3, and Andrew. She also volunteers to train young people for Summer Workshop in Ministries (SWIM).

Evan and Krista (Van Wyk) Van Gelder ('85,'81) live in Littleton, Colorado, with their children, Danielle, 3, and Emily. Evan is a technical consultant for Brandon Consulting Group, and Krista is an executive secretary for CoBank.

Randy Geels ('86) received his Ph.D. in electrical engineering from the University of California, Santa Barbara, in September, 1991. He is now working as a Research Scientist at Spectra Diode Labs in San Jose, California, where he lives with his wife, Sherri (Huisman), '86, and their two children, Jessica, 3, and Caitlin.

John and Kala (Peterson) Tolkamp ('86,'86) live in Prince George, British Columbia. John works at Northwood Pulp and Timber as a Control Systems

Engineer. Kala is at home with their children Laura and Michael.

Calvin and **Kathy (Grussing)**, '86 Braaksma live in Bozeman, Montana, with their daughter, Erin. Calvin is a partner in the Landoe, Brown Law Firm in Bozeman, and Kathy is a full-time mom.

John and Lisa (Van Wyhe) Van Dixhoorn ('86,'86) live in Sioux Center with their children, Jonathan, 5, Bethany, 3, and Michael. John works at Casey's Bakery, and Lisa is a full-time homemaker and mother.

Jeff and Ronda (Engelsman) **Bosma** ('86,'87) live in Spokane, Washington. Jeff works in sales at NW Transport. Ronda has just completed her Masters in Early Childhood Education at Eastern Washington University and is currently teaching first grade at Northwest Christian.

Dave and Nancy (Zondervan) **Sawtelle** ('87,'87) live in Layton, Utah, with their sons, Lucas and Sam. Dave is training manager at SPS Payment Systems, and Nancy is a registered nurse at Primary Children's Medical Center in Salt Lake City.

Laura Vander Weerd ('87) works with the Marriott Corporation as the Food Service Director within the Cloverleaf School District in Ohio. Laura would love to hear from her classmates and friends: 1211 Pin Oak Dr. #D, Willard, Ohio, 44890.

Maury and Sharon (Brouwer), '87 Berkenpas live in St. Paul, Minnesota, with their daughter, Ashley. Maury is a mechanical engineer for Delta Industrial, and Sharon is a full-time mom.

Wendell and Jacqueline (Smit), '87 Alex live in Burnaby, British Columbia. Jacqueline is currently completing her Master's of Social Work at the University of British Columbia. She also works as the Executive Director of the Vancouver Crisis Pregnancy Center. Wendell works as marketing representative for Minolta Canada.

Mark Visser ('87) is Area Sales Manager for an industrial engineering distributor in Bellflower, California. He lives there with his wife, Carrie, and their daughter, Lauren.

Kristi (Van Zee), '88 Westra works as a child and family therapist at Luther Child Center in Arlington, Washington. In September, 1991, she was promoted to Day Treatment Team Leader. She is also a registered mental health counselor in Washington state. She lives in Edmonds, Washington, with her husband, Curtis ('88).

Eve (Spykman), '88 Clayton works for the state's Department for Libraries and Archives in Kentucky. Her husband, Pete, works for the Legislative Research Commission. They live in Frankfort, Kentucky.

Jacob and Donna (Monsma) Steiger ('89,ex'91) live in Pullman, Washington, with their children, Lynae (2) and Nicole. Jacob will finish his degree in veterinary medicine in May 1993. Donna stays home with the girls.

Bruce and Donna Evink ('89) live in Rochester, Minnesota. Bruce graduated from Mayo School of Health Related Sciences in 1991 with his M.P.T. in Physical Therapy. He is now working at

Future Defenders

Jim and **Leanne (Van Leeuwen)**, '76 Bonnacroy, Samuel Robert, 10/28/91.

Rod and Leanne (Tanis) Jansen ('80,'78), Gregory Alan, 7/11/91.

Larry and **Harriet (Stellingwerff)**, '79 Asselstine, David Lloyd, 12/30/91.

John and **Deanne (Vander Zee)**, '79 Dykstra, Angela Mae, 3/12/91.

Lonnie and **Lori (Vander Molen)**, '80 Meyer, Ashton Maria, 7/23/91.

Mike and **Mary Jean (Arends)**, '80 Nederhoff, Anthony Michael, 10/17/91.

Loren and **Kathy (Broek)**, '81 Velgersdyk, Kiley Ellen, 9/6/91.

Dan and Kathy (Bolkema) Kuiper ('82,'83), Scott Mitchell, 1/28/92.

Dan and **Rhonda (Meyerink)**, '83 Den Herder, Marcus Kyle, 12/1/91.

Del and Diane (Van Kooten) Van Essen ('84,ex'81), Chelsea, 6/18/91.

Evan and Krista (Van Wyk) Van Gelder ('85,'81), Emily Kate, 10/29/91.

Roger and B.J. De Weerd ('82), Breanne Joy, 3/8/91.

Scott and **Lisa (Sheeley)**, '82 Wilson, Nicholas Robert, 12/21/91.

Kevin and **Cindy (Ten Haken)**, '82 Walvoord, Andrew James, 12/28/91.

Mark and **Michele (Schouten)**, '82 Davis, Jesse Peter, 10/13/91.

Mike and **Muriel (Kreykes)**, ex'82 Wielenga, Raelle Mae, 2/7/92.

Joe and **Barbara (Denton)**, '82 Cerha, Jonathan Joseph, 7/24/91.

Doug and Mary (Woudenberg) Van Der Aa ('82,ex'84), Carolyn Joy, 9/21/91.

John and **Grace (Fictorie)**, '83 Brus, Jody Heather, 12/11/91.

Jay and **Eileen (Postma)**, '83 Faber, Amanda Louise, 12/16/91.

Calvin and Carla (Groenendyk) Hoogendoorn ('84,'84), Malorie Leigh, 6/26/91.

Hendrik and **Geri (Tjaarda)**, '84 Leyendekker, Shelly Diana, 12/9/91.

Galen and **Marlene (De Jong)**, '84 Van Maanen, Jaris Lee, 12/5/91.

Tim and Verna (Vander Weerd) Vander Molen ('84,'87), Shelby Dawn, 8/23/91.

Don and Sheila (Koldenhoven) Lammers ('84,'85), Darin Kent, 1/12/92.

John and **Julia (Kampman)**, '85 Olthuis, Amy Lynn, 1/19/92.

Randall and Julie (Ten Haken) Klynsmas, '85,'85), Daniel John, 1/13/92.

Paul and **Charlene (Vander Griend)**, '85 Bledsoe, Aubrey Renee and Amber Joy, 11/20/91.

Mike and Nancy (Ruisch) Van Surksun ('85,ex'85), Andrew Eugene, 8/2/91.

Phil and Kris (Kingma) Kooima ('86,'85), Megan Lois, 10/23/91.

Glenn and Barb (Schenk) Bandstra ('85,'86), Nicholas Andrew, 3/10/91.

Evan and **Dianne (Wigboldy)**, '86 Schmidt, Tyler James, 6/26/91.

Tom and **Annette (Mennega)**, ex'86 Van Voorst, Kelsie Elizabeth, 1/28/92.

Calvin and **Kathy (Grussing)**, '86 Braaksma, Erin Jo, 8/1/91.

Martin and Jodie Folkerts ('86), Danielle Kristin, 10/30/91.

John and Kala (Peterson) Tolkamp ('86,'86), Michael William, 10/26/91.

John and Lisa (Van Wyhe) Van Dixhoorn ('86,'86), Michael Duane, 10/26/91.

Randy and Sherri (Huisman) Geels ('86,'86), Caitlin Marie, 7/14/91.

Ken and Vonda (Isakson) Minderhoud ('86,'87), Ashleigh Renee, 5/18/91.

Dave and Nancy (Zondervan) Sawtelle ('86,'87), Samuel Lee, 3/10/91.

Mark and Elsie (de Jong) Bousema ('86,'87), Jordan Henry, 9/18/91.

Jack and Shari (Fedders) Kruse ('86,'88), Kaitlin Noel, 12/14/91.

Maury and **Sharon (Brouwer)**, ex'87 Berkenpas, Ashley Anne, 8/5/91.

Andrew and **Brenda (Nymeyer)**, ex'87 Cammenga, Shelli Joy, 11/25/91.

Mark and Carrie Visser ('87), Lauren Marie, 11/23/91.

Gilbert and **Sylvia (Wolters)**, '87 Newhouse, Danielle Marie, 11/1/91.

Tom and **Christie (Stelpstra)**, ex'87 Pasma, Michele Renee, 9/18/91.

Brian and **Kimberly (Kool)**, ex'88 Van Dorp, Benjamin Arie, 10/6/91.

Jeff and Phyllis (Meijers) Alberts ('88,'88), Paul Christian, 12/14/91.

Brian and Kim (De Vries) Vander Berg ('88,'88), Cody Bryant, 8/2/91.

Ralph and **Donna (Lutigheid)**, '88 Verbeek, Christopher Ralph, 8/4/91.

Bradd and Mary Nymeyer ('89), Joshua Thomas, 11/20/91.

Jeff and Nancy (Steenhoek) Van Lingen ('89,'90), David Jonathon, 11/29/91.

Jacob and Donna (Monsma) Steiger ('89,ex'91), Nicole Renae, 2/7/92.

Harold and Dorthea (Grossman) Groenendyk ('90,'91), Jacob William, 2/20/92.

Henry and Sarah (Bowser) Vande Voort ('91,'93), Seth Aaron, 1/6/92.

Mayo Clinic. Donna teaches fourth grade and coaches girls' basketball.

Brian Vander Berg ('88) completed his masters degree in mathematics and teaches science at Sioux Center Christian School. His wife, **Kim (De Vries)**, '88 is a secretary for the Bookstore/Purchasing Department at Dordt College. They have one son, Cody.

Marriages

Crystal Greiman ('84) and Brian Kennedy, 6/8/91.

Michael Dykstra ('85) and Irene Rodermond, 8/9/91.

Joanne Rubingh ('86) and Ron Marcoux, 7/6/91.

Rebecca Niemeyer ('87) and Robert Rens, 9/28/91.

Eve Spykman ('88) and Pete Clayton, 8/17/91.

Kimberly Kool (ex'88) and Brian Van Dorp, 4/7/90.

Sharon Bosch and Bryan Rubingh ('89,'89), 6/29/91.

Cheryl Posthumus ('89) and Rick Schmitt, 8/2/91.

Kari Van Otterloo ('90) and Bryan Case, 12/26/91.

CORRESPONDENCE CLIPPING

We at Dordt College are interested in hearing how you are doing and what kinds of events are happening in your life. Please fill out the coupon below and mail to: Alumni Association, Dordt College, Sioux Center, Iowa 51250-1697.

- ☐ Marriage ☐ In Memoriam
☐ Future Defenders ☐ Alumni News
☐ Address Change

Name _____ Year _____

Address _____

News Items/Suggestion(s) _____

Alumni profile

Distinguished Alumni Series inaugurated

Dr. Harvey Blankespoor affects many through his research and teaching

Sally Jongsma

Dr. Harvey Blankespoor ('60) is a world renowned scientist, respected for his expertise in parasitology. He's also an outstanding teacher, recently named Professor of the Year by the Council for the Advancement and Support of Education.

But more striking about Blankespoor is his enthusiasm for life, his dedication to God, his commitment to helping other people, and his concern for creation.

Blankespoor, who attended Dordt when it was a two-year college, now teaches biology at Hope College in Holland, Michigan. He shared some of his work with the Dordt community in the inaugural lecture of the Distinguished Alumni Series, held during homecoming week last month.

Blankespoor's public lecture, a mixture of travelogue and science documentary, instilled in science experts and laymen alike fascination with and admiration for the work he has done in places as distant as Ecuador and the Sudan and as close as Lake Michigan.

Through his work with parasites Blankespoor has helped literally hundreds of thousands of people who suffer from the effects of parasite-caused diseases or reactions. He has truly used his expertise to do justice and bring healing—in the name of Christ.

"Parasites continue to be a major cause of disease in the warmer regions of the world," he says. In the Sudan, where he has worked regularly for the past twenty-five years, he has helped break the vicious cycle of parasite-caused diseases in people who drink contaminated water. In Ecuador, which he also visits regularly, he helped isolate a crab that seems to be the main carrier of a South American parasite that causes many problems in native cultures.

In fact Blankespoor did more than help control the parasite. He tells of one trip in which he assisted a doctor to surgically remove nodules from people infested with parasites. As the doctor removed the growths, he told Blankespoor to sew up the patients. To the surprised biologist's protestations that he had never done more than sew up a cat, the doctor retorted, "It's no different."

The sense of caring that motivates Blankespoor to travel to third world countries is also evident in the classroom, his students say. "He was always interested in teaching us other things about biology, besides the research we were doing," said one of the students who worked with him at Lake Michigan one summer. "And he was willing to talk about



anything—whether it had to do with research, careers, or just our personal lives."

"I think teaching through research is a wonderful approach because it breaks down the barriers between professor and student," Blankespoor says. Through research, he feels, students learn more about their discipline, and through the contact between student and professor, they also learn more about how their discipline can be lived.

Teaching through research happens each summer as Blankespoor selects a few students to work with him in his research on the parasite that causes swimmer's itch in Lake Michigan swimmers. Because professors and students live together as a team, the project is much more than gathering data or controlling parasites. It is teaching at its best, says Blankespoor. Wide-ranging discussions are both inevitable and fruitful.

Blankespoor also takes his classroom teaching very seriously. "Making the setting informal and relating to students one-to-one or one-to-two motivates them to learn the details they need to know," he says. "They see me working as hard as they are and understand what it takes to work in a field."

Through his research Blankespoor also helps his students see the context of what they are studying. Students dissect nodules that he has taken back from South America, but they also see pictures of the people from whom these nodules were taken. "This allows them to see

the urgency of using their skills to help others," Blankespoor says. Research then becomes a real process leading somewhere.

A service emphasis dominates Blankespoor's approach to nearly everything he does. In his chapel speech at Dordt, he spoke about the need to be servant-leaders. It is a role he consciously tries to fill himself. This commitment, he says, is deeply rooted in his Christian upbringing. As a farm boy growing up just a few miles from Dordt College, he learned the importance of living out his faith in his whole life. "My mother was always ready to help others," he says. Through his life and his teaching he wants to inspire students to do likewise.

And inspire them he does. Many of his students speak warmly of his classes. The fact that he was asked to write 380 letters of reference for his students last year also attests to his impact. Ironically when he finished college, Blankespoor was told he would probably make an average teacher.

"That comment stuck with me, pushing me to prove myself. After a couple of years teaching at Western Christian High School in Hull, Iowa, I realized I needed to know more about my field to really do a good job. I soon found that I enjoyed the research so much I wanted to share it with others."

What makes him such a successful teacher? Hard work, enthusiasm for his work, and close contact with students. Blankespoor arrives at school by 6:00 every morning. Although he tries to leave by five, he often takes a pile

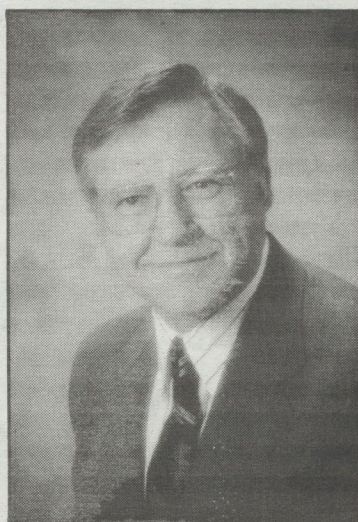
of work home with him. And his excitement about his discipline is contagious. He takes pleasure in everyday things of life. He is tickled pink to hire young children to collect insects for him in countries where he visits. His collection has grown to nearly 30,000. And he makes a point of learning the names of each of his students and hosting them as a group in his home during the year.

In that sense he hasn't changed much from the farm boy he was thirty years ago. "I appreciate the strong heritage of working hard for something," he says, recalling not only the work he was expected to do on the farm before and after school, but also the year he worked on the farm before he could attend college. "I also remember loving the smell of the soil." And he recalls the warm sense of community he experienced growing up. Those experiences helped build his character and develop the values that remain with him today.

When asked if teaching has become any easier now that he's been at it for twenty-five years, he smiles and shakes his head. "It takes more work and more time to stay on top of your field and to keep in touch with students," he says. "We're competing with an atmosphere of entertainment, we have to compete for students' time. I try to make my lectures and classes interesting and current, giving students hands-on experiences as often as possible."

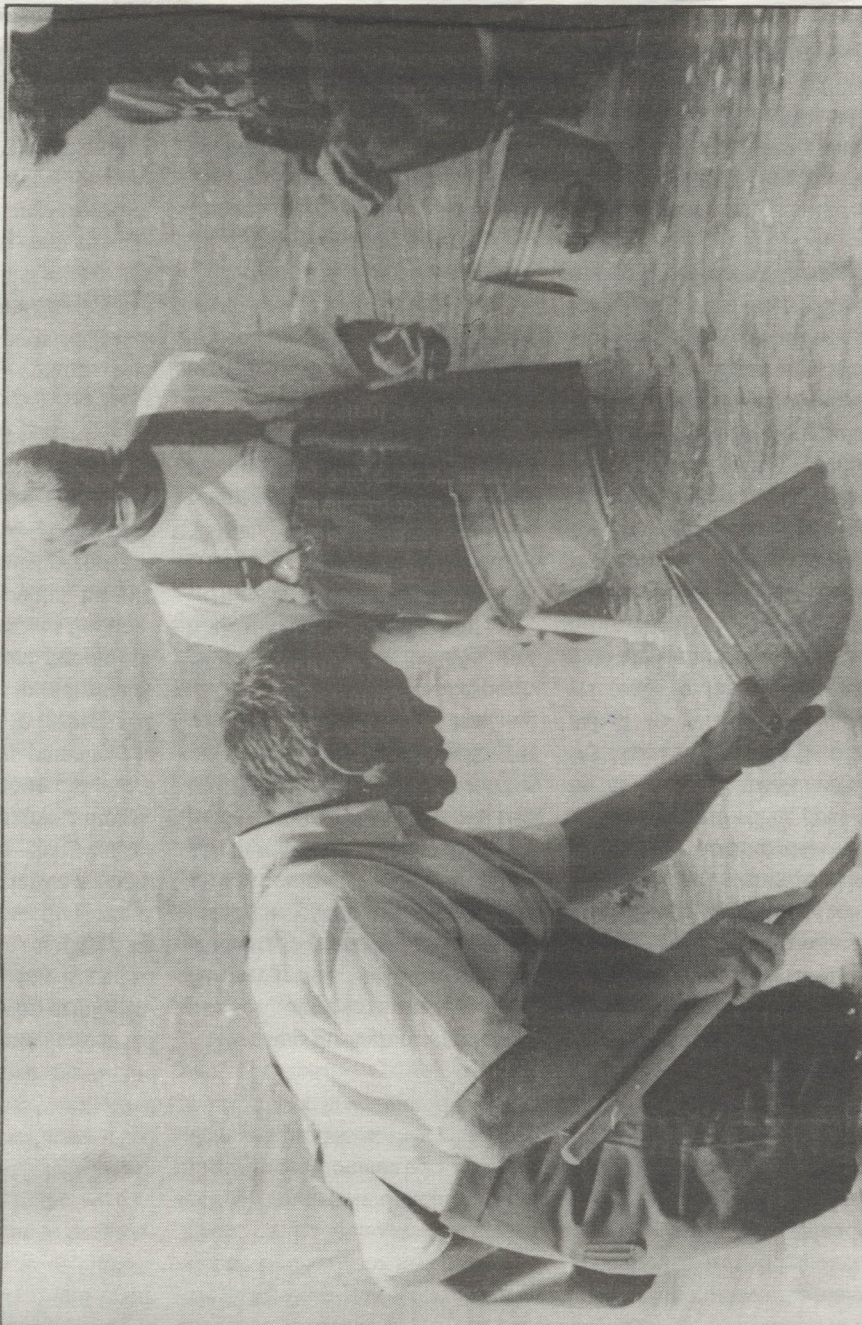
But such an approach is not a compromise. After all, making learning apply to life is what education is all about. □

Blankespoor spends part of each summer working to rid Michigan lakes of the parasite that causes swimmer's itch. Several students assist him.



Dr. Harvey Blankespoor

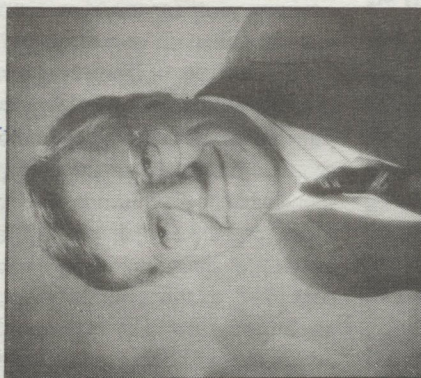
"I think teaching through research is a wonderful approach because it breaks down the barriers between professor and student."



Physical-therapy interns work at local hospital Page 1

Team teaching
broadens
curriculum

page 3



Distinguished
Alumni Series
begins with
alumnus
Dr. Harvey
Blankespoor

page 15

McCarthy and
Skillen reflect on
their new book

page 4

SPORTS

March 14	10:00 a.m.	Track vs. Gustavus Adolphus(A)
April 4	10:00 a.m.	Track vs. Buena Vista(A)
April 11	12:00 p.m.	Dordt Invitational Track
April 14	12:00 p.m.	Track vs. Wayne State(A)
April 18	8:00 a.m.	Sioux City Relays(A)
April 22	12:00 p.m.	Track vs. Madison(A)
April 24-25		Drake Relays
May 1-2	5:00 p.m.	Howard Wood Relays

MUSIC

March 11	8:00 p.m.	String Festival Concert
March 13	3:00 p.m.	Lanelle Postma-Junior Recital
March 13-14		Russell Saunders organ master class
April 1	7:30 p.m.	Instrumental Ensemble Concert
April 4	8:00 p.m.	American Guild of Organists student night
April 5	2:30 p.m.	Concert Choir Concert
April 10	8:00 p.m.	Choral Festival Concert
April 15	7:30 p.m.	General Recital
April 17	3:00 p.m.	Good Friday Recital
April 23	8:00 p.m.	Band Concert
April 24	3:00 p.m.	General Recital
April 26	2:30 p.m.	Chorale Concert

CAMPUS ACTIVITIES

March 20	8:00 p.m.	Travelogue—"South Pacific Journey"
April 3	8:00 p.m.	Travelogue—"Alaska"
April 11	6:30 p.m.	Friends of Dordt Banquet and Entertainment
April 20-21		Spring Pastors' Conference
April 24	8:00 p.m.	Travelogue—"Where Jesus Walked"
May 8	10:00 a.m.	Commencement

THEATRE

April 17-18	8:00 p.m.	One-act Plays
May 1-2	8:00 p.m.	Repertory Theater
March 27-8		"A Grand Time"

LECTURES

March 9-10	7:30 p.m.	B.J. Haan Lecture Series
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The Voice, an outreach of Dordt College, is sent to you as alumni and friends of Christian higher education. The Voice is published in October, December, March, and May to share information about the programs, activities, and needs of the college. Send address corrections and correspondence to VOICE, Dordt College, Sioux Center, IA 51250-1697.

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